DOCUMENT RESUME

ED 049 801 LI 002 783

AUTHOR	Penland, Patrick R.
TITLE	Advisory Counseling for Librarians.
INSTITUTION	Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
PUB DATE	[70]
NOTE	181p.
AVAILABLE FROM	Bookstore, University of Pittsburgh, Pittsburgh, Pennsylvania 15213 ($2.00)
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Adult Counseling, Communication (Thought Transfer), *Counseling Services, *Counselor Training, Information Needs, *Librarians, *Library Education, Library Material Selection, *Library Services
IDENTIFIERS	*Librarianship

ABSTRACT

The papers in the first section of this publication develop an understanding of the background, purpose and functions of advisory counseling in libraries. The purpose of the papers in the second section is to delineate the interrelationships of information transfer and meaning transfer and to lay out a background where flexibility can be developed in moving from one frame of reference and orientation to another with the same patron. The third section explores the principles and functions of counseling and of guiding the healthy, self-actualizing adult towards human development organized around life states, social role and various coping behaviors. Papers in the fourth section consider a variety of principles and techniques for interview and question analysis. The fifth section presents the principles and methods of evaluation and research of advisory counseling for librarians. The appendix contains items that have been developed for the teaching of interpersonal communications. The bibliography is selective and is included for its value in helping to identify the field of interpersonal communications. (For more information on this subject see LI 002 784 and LI 002 785 to 002 786.) (Author/NH)

ED049801

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ADVISORY COUNSELING
FOR LIBRARIANS

Patrick R. Penland

Graduate School of Library and Information Sciences

Bookstore
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

LI 002 783

TABLE OF CONTENTS

		Page
I.	Readers Advisory Service in Libraries	6
II.	Background for Advisory Counseling	32
III.	Guidance and Counseling	80
IV.	Interview and Question Analysis	107
V.	Evaluation and Research	127
VI.	About the Authors	145
VII.	Appendices	148

INTRODUCTION

The broad objectives of this publication are realized more specifically in the number of presentations which have been reproduced in it from the Institute on Readers Advisory Services held July 7-25, 1969, at the Graduate School of Library and Information Sciences, University of Pittsburgh. The Institute was funded a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329 as amended.

The need for training in interpersonal communications has long been evident among librarians, and the scarcity of pertinent materials has been severe. A great number of references are available in other disciplines but little effort has been made to develop materials pertinent to the librarian's situation. It is hoped that these papers will serve as interim guidelines until a more comprehensive text is developed.

The general topic of this publication is an extended consideration and exploration of the communications aspects of advisory service to adults and the training needs of librarians doing advisory work. The various papers will provide a rationale for, and identify techniques of, interviewing and guidance counseling as well as develop a method, interpersonal communications, for their use in order to meet the broad educational purposes of various types of patrons who use libraries. Guidance and interviewing principles and technques are developed in order to help librarians understand how adult services librarians may overcome insecurity, lack of ability, and the constant inclination to "short-change" the patron in his desire to symbolize and express interests and concerns.

Many librarians in-service are inept in guidance counseling and are filled with insecurity at having patrons "talk out" their requests. In much advisory counseling, there is a tendency to "rush to the books," rather than give patrons enough time to discuss their purposes and interests. In addition, there appears to be a need also to become aware of resources other than books, such as media and wide community referral, which may meet the patron's felt need to better advantage than printed materials. Analysis is also needed not only of the fidelity of message content and communication skills, but also an understanding of individual needs and characteristics which determine and help to shape message design.

While general courses in reading guidance and reading problems have been taught in library school curriculums for many years, the actual interpersonal methods of communication have been largely obtained by professional personnel through an intuitive understanding of their role on the job. Consequently, adult services librarians do not generally serve the patron as catalyst in order to promote patron-conversation and patron-verbalization upon perceptions, nor muster liaison with a wide range of community recources. The process of symbolization, so necessary for effective communication by the patron, remains latent.

This orientation to communication's theory, as well as learning and counseling theory, is designed to provide a base for the important and significant concerns of guidance and the use of interviewing and its various styles and patterns in guidance for the continuing self-education of all types of adult individuals. Librarianship so far has typically ignored the plight of so many of the general public who are not versed in the supportive-deliberative functions of creative and critical thinking.

It is hoped that this publication will help to initiate a new helping relationship of counseling-tutorial that is a blend of counseling and tutoring and whose outcome will be to help the individual patron realize better learning skills. Librarianship, it is expected, will be forced to take this position because no other profession is meeting this need and because of the rapidly growing complexity and logical sophistication of indexing systems that require a high degree of cognitive flexibility.

Librarians in the advisory situation are counselors in helping clients to come to terms with unorganized adult experience and to verbalize sufficiently on experience so that concepts can emerge. A new discipline will eventually emerge that will include the encouraging elements of counseling and tutorial guidance designed to help individuals grow in the cognitive modeling of their own experiences.

Control of resources will of course be based on the library's usual bibliographic apparatus, but the major focus of attention in "bibliographic control" will have to come from an understanding and ability to use a wide range of community resources and referral services which are not now, so far as current library service is concerned, thought to be an integral element of the advisory repertoire of guidance tools. Such "traditional" community resource services as the community resource file and the community calendar will have to be expanded to include a wide range of information, counseling and guidance services that in recent years have multiplied in most communities with little or no coordination with one another, and with even less explicit relationship to library services in the community.

The papers in the first section develop an understanding of the background, purpose and functions of advisory counseling in libraries. Readers advisory work, as it used to be called, grew out of the practice of personal book selection for individual readers. Service to the individual has been a major characteristic of all types of library work with patrons. During the thirty year period, from approximately 1920-50, it was often divided into reference and advisory services. Since 1950, there has been a major trend to put these services back together again but without any serious attention given to underlying theoretical considerations.

The differences and interrelationships of information transfer and meaning transfer are not thoroughly understood even by librarians. The purpose of papers in the second section is to delineate these interrelationships and to lay out the background where flexibility can be developed in moving from one frame of reference and orientation to another with the same patron. Some consideration is also given to problems which arise from erroneous or one-sided interpretations, e.g., considering all questions as reference questions, or vice versa.

Related to the function of advisory counseling are the role and psychological timeliness of materials as well as the value and use of an expanded range of media materials, community resources and referral sources. Some of the information providing services and techniques, pioneered by the special librarian, are also applicable. Underlying these considerations is the necessity for wider cooperation among guidance, counseling and library agencies and the feasibility of a central information and advisory service for the community as a whole.

The session on information search strategies is particularly important to the objectives of advisory counseling, because librarians are not always aware of all the adult self-learning skills and the significance of these for a patron-determined pattern of continuing education. Of course a basic premise of the interpersonal communicative experience is that the librarian counselor is responsible for helping adults grow in maturity in all the skills and knowledges of continuing self-education.

The third section explores the principles and functions of counseling and of guiding the healthy, self-actualizing adult towards human development organized around life states, social role and various coping behaviors for which the guidance are process of symbolizing experience and the library art of guidance are integral elements. The concept of the mature self-learner is identified as well as the principle of individual psychology and the nature of the communications process in the two-person learning group.

In relation to library science, the interview as a helping method may become more successful as inputs from counseling are included in the profession. However, questions may be raised about presentations in this section. There may be some librarians who feel that extensive counseling background will remove the librarian-patron interface from the context of library science objectives and functions. Other librarians may decide that such relationships which aim to enhance the human potential of the individual rather than library resources will frighten too many patrons away from the library. If that is the case, it may well be that the sooner the library atrophies the better.

Papers in the fourth section consider a variety of principles and techniques for interview and question analysis. The purpose is to develop an awareness in the reader of how librarian interviewing behavior may be remembered, analyzed and shaped to meet the specific and actual needs of individuals from a wide variety of audience publics which the various types of libraries are funded to serve.

Interviewing tracking behavior on the librarians's part facilitates the patron's attempts to communicate and helps to arrest a tendency towards irrelevance. Tracking helps to synchronize the librarian's and the patron's attempts to communicate. The main concept of the section is how to stay with the patron, to facilitate communication and to avoid silences and a lack of courage in facing human problems.

The fifth section presents the principles and methods of evaluation and research of advisory counseling for librarians. Traditional techniques are evaluated and such newer analyses of interpersonal interaction and nonverbal communication as have already been developed by the Institute on Readers Advisory Services and by the work being done in the Media Communications Laboratory of the Graduate School of Libary and Information Sciences at the University of Pittsburgh.

This section also considers the various types of staff appraisal interviewing for adult services librarians. Various appraisal types are evaluated and opportunities for innovation and in-service development of professional staff are explored. Elements of verbal and nonverbal communications behavior are develped. The routine for a unique computer program to teach librarian interviewing and guidance techniques are explained for librarians who may wish to incorporate such innovations in their systems of continuing professional education.

The publication concludes with an appendix of items that have been developed for the teaching of interpersonal communications. The statement on knowledges, attitudes and skills was validated by participants in the Institute on Readers Advisory Services as constituting a beginning set of guidelines for the training of adult services librarians, media communications librarians, and librarian adult educators. The bibliography is selective and is included for its value in helping to identify the field of interpersonal communications. The tracking behaviors and interview rating scales may serve as examples of instruments which appear to be greatly needed by librarians in the field of social communications.

The final purpose of this publication has yet to be realized and depends upon you, the reader. There is probably no field in library science that is as lacking in discussion as interpersonal communications and especially advisory counseling. It is hoped that as a result of this publication and the work underway at the Media Communications Laboratory of the Graduate School of Library and Information Sciences, University of Pittsburgh, discussion and dialogue will begin among members of the librarians' profession. In addition, the development of this specialization will be greatly enriched by the contributions of other disciplines.

SECTION I

Readers Advisory Service in Libraries

Page

Perspective on Library Guidance 7
James G. Williams

Objectives of Readers Advisory Services 9
Marcy Murphy

Changing Emphasis 15
John Warren

Implementation of Readers Advisory Services 18
Adelaide Weir

Eminence Readers Advisory Services 23
Patrick R. Penland

PERSPECTIVE ON LIBRARY GUIDANCE

James G. Williams

When considering how to introduce the topic for this session which is entitled "A Perspective on Library Guidance," I thought I would present some of the theoretical framework concerning reader's advisory work and the guidance function. I discovered two problems while searching for information relating to this problem. The first problem was the fact that there is some ambiguity as to the meaning attached to theory and, secondly, there is a lack of deviation from a structural security--even a failure to brave fumbling towards a more significant security.

We know that librarianship is a practice discipline and that practice disciplines have a tendency to resist both externally and internally any kind of theory whatever its definition. The reason being that a true professional as opposed to an academician is action-oriented rather than being a spectator or a commentor. But the professional, as opposed to the technician, is a doer who shapes reality, rather than a doer who merely tends the cogs of reality according to a prescribed pattern. A true professional--as opposed to a visionary -- shapes reality according to an articulate purpose and with the means to conceptualize in relation to practice and reality. A theory for a practice discipline must provide for more than mere understanding or description, or more than even predicting; but must provide conceptualization specially intended to guide the shaping of reality to that profession's purpose.

I propose that the raw tools of a practice discipline are born in theory, matured and refined in research, and applied in practice. We hope that this institute will provide you with the proper mixture of theory, research, and practice so that reader's advisory work and the guidance function in libraries fulfills a professional purpose for a professional discipline.

We hope to cover four basic areas in the institute regarding reader's advisory service.

1. Isolating factors - this refers to the process of identifying and naming those entities related to reader's advisory work so that verbalization of concepts can take place. These factors are building

blocks for the foundation of a model that can be applied to readers advisory services.

2. Factor-relating experiences -- this is a descriptive theory of how those factors that have been isolated are related one to the other. This does not imply that prediction can take place but simply what the relationships are.

3. Situation-relating experiences -- this is the cybernation process demonstrating how specific situations can be controlled by understanding 1 and 2 above the factor relationships.

4. Situation-producing experiences -- this is the process of producing experiences that may be used for prescriptive theory. This demonstrates goal content as the aim of an activity and how the goal is realized.

In order to begin the four step process outlined above, some factors of the guidance function and reader's advisory service will be presented as a perspective. We will begin at the beginning with a presentation concerning the origins of reader's advisory service that will isolate some factors concerning this library function. Then the objectives of this service will be presented and this should further isolate some factors as well as depict situations that the objectives are meant to satisfy. Finally, the aspect of situation producing experiences will be related to the implementation of reader's advisory services.

OBJECTIVES OF READERS' ADVISORY SERVICES

Marcy Murphy

A review of the literature shows no wide-spread agreement in all particulars as to the exact goals and policies of readers advisory work. However, there are some precepts with which most librarians would probably agree. One of these statements, first, is that advisory services have as their final objective the development of nonreaders, or random readers, into purposeful readers and, second, that the direction of professional services should be devoted not to the routine lending of books and unimaginative suppyling of information but toward a sympathetic and skillful meeting of the individual user's needs in educational, informational and recreational fields.

Some of the factors to be considered in providing this kind of service are the size of the library, the size of the staff and, most important, the community itself. What kinds of readers are in that community? How can their special needs be identified? How much professional time is available and to what specific purposes should it be devoted? These are some of the questions which faced the pioneers in the field as well as modern librarians.

In earlier times, many public library patrons were drawn from the middle or lower socioeconomic level of the community. Patrons were classed into three general groups: specialists, students, and the so-called general reader. It was to this last group that the traditional advisory staffs addressed themselves, chiefly. Assistance was often required by adults who were seeking self-development programs, primarily to compensate for an underprivileged background. Others had needs and desires of a more occasional nature and might want information on such subjects as jobs, cooking, child care or just enjoyable and possibly, but not necessarily, profitable ways to spend their leisure time.

In 1950, Aileen Dunn established the following definition. One notes in earlier writings such as this the importance given to educational needs, as compared with those for information and recreation.

> "From its beginnings, the objective of Readers' Advisory Service has been assumed to be that of adult education. It has concentrated its efforts on individual guidance with the goal of aiding the reader to establish his own program of self-education through the increased knowledge of library resources provided by the advisor . . ."[1]

Within this general framework of a definition, slight variations in emphasis can be observed in different articles. What kinds of individuals should the library serve -- the systematic or the eclectic reader? What degree of effort should be expended on different types of information: should requests for materials which would lead to the completion of formal education and reading programs which would end in a degree or certificate, be given more time and attention by professional staff than those from patrons who want only to better their own well-being, physically, intellectually or emotionally? The final consensus in the literature seems to be that both are rightful aims of Readers' Advisory Services.

Another question which typically arises is whether or not private and community groups should be served by Readers' Advisory staffs. I did not find any instance of disagreement with the general principle that groups should be provided with whatever resources the library might have to offer for their stated purposes. The argument was rather where within the library system such service could most effectively be centered. Should it be at the Readers' Advisor's desk?

Those who say that arrangements for groups can be better provided in another area of the library maintain that the characteristic duty of an advisor is to provide reader guidance on an individual basis and talks given to clubs or compilation of bibliographies for business and professional organizations are activities which distract from the scarce time available for individualized counsel.

On the other hand, librarians who believe that work with groups can and should fall within the Advisor's domain, point out that while individualized service is indeed a worthy objective, it is also a very costly one, sometimes too costly for a library to afford. Through group activities, many can be reached and helped. Dr. Alvin Johnson, in his book _The Public Library - a Peoples' University_, stated the following:

> "Few readers' advisory offices go above fifteen hundred interviews in the course of a year. Say that each patron appears at the office three times a year . . . the readers' advisor actually reaches only five hundred in the course of a year . . . Most advisors feel under a compulsion to supplement this meager function with other activities . . . Particularly, they put their services at the command of clubs and forums that need help in making up reading programs."[2]

Some librarians also express the view that certain types of patrons -- the handicapped, slow readers, adult beginners -- are stimulated to continue their efforts through association with others in a group of people who are experiencing similar situations. Perhaps, though, the most telling argument of all is the feeling that advisory work with groups grows quite naturally from work with individuals. A patron will return to the library to ask for the help of the staff in his business, professional and recreational programs if he has found that his individual wants have been satisfactorily dealt with before.

Why do people use Readers' Advisor's services? One answer is suggested in the Dunn thesis: "It seems generally agreed that when a person comes to a Readers' Advisor, it is generally because he has discovered some inadequacy or situation which he thinks might be remedied by reading."[3]

Jennie Flexner, one of the early and major contributors to this field, related reading motivation to the five functional aims of adult education set forth by Lyman Bryson in his book Adult Education:[4] these aims are remedial, occupational, relational, liberal and political. Occupational and political seem self-evident. Remedial reading is defined as more or less formal study which has as its purpose the goal of bringing an individual's education up to the minimum standard which is necessary for life in an average community. Relational reading is that which is undertaken to help the individual understand himself and others better. Liberal reading is that which is undertaken for its own sake, for the pleasure inherent in it.

Another early theory which explored the psychological motives for reading has interpreted them in the following manner: "As we analyze requests that come to us over a period of years, we realize that back of them are three fundamental drives: security, achievement and understanding. No doubt there is a mingling of all three in most of the requests."[5] Helping people realize these goals is the major objective of Readers' Advisory Services. These basic needs must be met by the librarian before any mention is made of the library's informational store.

The Adult Education Committee of the New Jersey Library Association published more recently a pamphlet entitled Reader's Advisory Service: a Librarian's Guide. We note that the definition of Advisory Service is somewhat broader than that found in the Dunn thesis: "Readers Advisory Service is a continuing, custom-tailored guidance along an individualized route for the fulfillment of certain aims and needs of the readers. These may be concerned with any aspects of the readers life, whether social, financial or physical. All the needed faculties of the Reader's Advisors are brought to bear on identifying the needs so as to utilize all the appropriate resources of the library."[6] It is interesting to see how this definition differs: no longer does the strictly educational purpose dominate all else. The history of the objectives of Readers Advisory Services indeed seems to show a trend toward an ever widening construct, an attempt to recognize as valid any perceived need of the patron and an effort to respond by means of special facilities available outside as well as inside the library walls.

The New Jersey booklet stresses work with individuals. The point is made, too, that not only public libraries are involved in advisory work but also school libraries and those of academic institutions. It also focuses on the continuing nature of advisory interviews and the fact that a typical encounter will consist of several meetings between librarian and patron, not just one. Librarians must create situations which will encourage approach, and ways and means should be investigated which will best accomplish this purpose.

Finally one of the most useful suggestions in this guide is that there should be some kind of follow-up to interviews and some attempt made to evaluate their effectiveness, possibly by means of questionnaires sent to readers, which ask whether or not they found in the library what they came to get. Another relevant question might be whether or not they knew what the library could do for them in the event they wanted other kinds of information.

Public libraries have of course played an acknowledged role in the development of adult education. The section on libraries in the Handbook of Adult Education in the U.S.[7] includes some of their significant contributions and identifies continuing trends. First, to repeat in part what has already been said, the handbook reiterates what might be called the official objectives: to meet educational, recreational and informational needs. However, these goals have been combined with others in the Standards of the American Library Association, which spell out the need for the library to be integrated with the life of the community through regular contact and active participation in that life, particularly by means of other organizations and institutions. The library is also suggested as an excellent sponsor of group activities.

The article concludes with the following quotation: "The library should be the community's chief resource for materials and for assistance to other agencies and groups in program planning, and if needed, in the presentation of their programs. The library should further assist these groups by publicizing their programs in all ways appropriate. To fulfill this role completely the library must take an active part in community life. It is not enough for the library to be a child of its time. It must be a maker of its time as well."[8]

Lester Asheim has summarized some of the current trends which have implications for guidance and counseling in advisory services.[9] One of the first trends which he identifies is a shift of emphasis in the public from recreational to informational and functional reading. Clearly, future librarians will need more training and education in the subject disciplines.

Another change he notes is the ever-increasing invasion of high school and college students into public libraries. They are adults but adults with special demands. Furthermore, books are no longer the only source of information to be dispersed.

The nonprint media are here to stay. I might add a personal note here and say that I was particularly interested in a lecture given by the director of a large midwestern public library last year, in which he anticipated in the near future the circulation of slides, films and tapes which will be taken home by patrons and played over their own TV sets. It seems to me this pinpoints an area in critical need of research and development, since the TV set, rather than the printed page, is the one medium of communication which most of the disadvantaged in the inner cities and ghettos are accustomed to and therefore more receptive to, as an educational channel.

Asheim goes on to state that librarians have begun to notice now the widening scope of their audience. The number of older people is increasing, as is the number of physically handicapped and otherwise deprived. Meeting the needs of these people will require a wide range of abilities. In addition, a marked and growing need exists for planning creative leisure and librarians may well serve in the vanguard of supporting the societal change from a work ethic to a leisure ethic, as our hours of work grow shorter. Furthering the interests of the scientist as a private citizen is another area of challenge. And even more changes will result as libraries move toward larger cooperative units, on regional, national and international levels.

In conclusion, Asheim reassures his readers that new ideas in librarianship which have arisen in the past have been added to the then current theory and practice in the field; there has been no history of any subtraction, no taking away of what already exists. So the concept of the new and challenge of the different can be accepted as possible extensions of the present, rather than as threats to the status quo.

In my own opinion, some of the more important trends in library guidance today are those attempts being made in which we seek to define and describe good interviewing techniques and then discover whether or not they do in fact result in better service. What is good service in readers' advisory and reference service? Until this time, we have relied on a sympathetic and intuitive approach which necessarily differs with individuals, their backgrounds, interests and perceptions. Graduates from our library schools have been thrown into public service work with no training whatsoever and often, regrettably, with less than completely desirable examples before them on which to model their behavior.

In addition to describing these skills, we would hope to construct scales and instruments which will measure and evaluate them. This is a difficult area, as we all know. But nevertheless, it seems to me a valid pursuit, since the positive value of some kind of a standard against which we can measure, at least on a tentative basis, is, I believe, universally recognized. To date, the various kinds of statistical formulas and questioning devices applied to advisor-patron interactions have not been notable successful. However, through continued research and with institutes such as this, we will hope to identify more closely what the objectives of good service should be and what direction the training of future public service librarians should take -- both in the schools and on the job.

References

1. Dunn, Aileen. *Nature and Functions of Readers' Advisory Service as Revealed by a Survey of the Literature of the Field from 1935-1950*. Cleveland, Western Reserve University, 1950. Master's thesis, p. 1.

2. Johnson, Alvin S. *Public Library - a People's University*. N. Y., American Association for Adult Education, 1938.

3. Dunn, op. cit.

4. Flexner, Jennie M. *Readers' Advisors at Work*. New York, American Association for Adult Education, 1941.

5. Dunn, p. 16-17.

6. New Jersey Library Association. *Reader's Advisory Service: a Librarian's Guide*. n.p.; n.d.

7. *Handbook of Adult Education in the U.S.* Chicago, Adult Education Association of the U.S.A., 1960.

8. Handbook, p. 312.

9. Asheim, Lester. "Aspects of Training for Adult Servies." *ASD*, *Newsletter*, 1968.

CHANGING EMPHASIS

John Warren

The beginnings of most major movements are difficult to discern and so it is with Readers Advisory Service. Still, the Learned report of 1924 can surely be viewed as the prime catalyst for advisory service on a nationwide scale. This report is formally entitled "The American Public Library and the Diffusion of Knowledge" and was William Learned's report to the Carnegie Corporation.

The most significant aspect of this report was his great emphasis on special advisory services and the unlimited potential of the public library as the prime agency for adult education. He also sensed and pointed up the infinite adaptations required to suit the varied character and mentality of adults.

Thus, those librarians, in 1924, looking for a new dynamic function in their libraries were presented with the readers advisory concept. The Carnegie Corporation approved the report and set up the American Association for Adult Education. The field was most fertile and there were two major factors which constituted the great initial support contributed to the sustained effort. First, was the number of immigrants immediately before and after World War I. Second, was the emergence of the United States as a world industrial power with a huge appetite for skilled workers.

It must be known that the library, along with the university and church, had long established reputations as central and valuable institutions. Indeed, a comment at a Herbert Putman lecture might illustrate the position of books.

> "No other agency matches the book in power and availability in quickening the sensibilities, refining the facts, enlarging the understanding, diversifying the experience, warming the heart and clarifying the soul."

One of the committees formed in ALA was the Committee on Work With the Foreign Born. It published a series of pamphlets to furnish guidance, help, and understanding for librarians working with foreign born. The pamphlet was quite well done -- sensitive but with tendency to simplify and idealize. One suggestion given in a pamphlet called "The Italian Immigrant and His Reading" was: "Invitations to christenings, weddings, and neighborhood parties should be accepted joyfully."

Both practice and surveys done in the twenties indicate three prime areas of library concern and practice in advisory service and adult education:

1. The library owes consulting and advisory services to those who wish to pursue studies alone as well as in organized groups and classes. This was not unusual at that time.

2. Obligation to furnish complete and reliable information for adult education available outside the library.

3. The fundamental duty is to supply books and other materials to support adult education activities conducted by other organizations.

We see that at this time reading lists and materials properly portioned out was the prevailing philosophy and operational mode. The recurring theme seems to have been to rationalize and enlist support for the Americanization of the foreign element; dissemination of the democratic principals to the masses after World War I.

The cloud of depression profoundly affected all major social institutions and all human activity. Still even in these dark times new hopeful patterns emerged to challenge advisory services.

1. More people of school age were going to and finishing high school e.g., during these years 65 percent of American youth. Elsewhere in world only 15 percent was highest level reached. This was mainly because no jobs were available to those who ordinarily went to work at age 16.

2. Increased amount of enforced leisure time -- prevailing ethic required that it be put to good use. Use of vocational literature and guidance peaked in 1933 and declined afterwards.

3. Accelerated trend toward strong central government and the goverment's greater influence of social institutions and people.

4. Much greater emphasis on personal as well as professional qualifications of readers advisory staffs.

Throughout this period the major factors were:

1. Reduced circumstances of libraries coupled with greater demands on staff.

2. Increased pressure to uphold community morale.

3. Prepare groups and individuals to be better prepared for life during and after depression crisis.

After the war, the first single significant factor was the Great Books Program developed by the University of Chicago with community groups. This put librarians and community volunteers into discussion leadership positions and did much to aid two way communication. Consequently by 1946, there were three identifiable currents:

1. Great Books programs throughout country.

2. Stress on audiovisual materials.

3. Involvement in community affairs.

By 1948, The Handbook of Adult Education in the United States not only recorded but advised more emphasis in the informational and advisory services. In the early 1950's, the differences in conception of the important elements in library adult education between librarians as a whole and the specialist in library adult education, were suggested by the findings of the Smith Survey. Library programs gave priority to publicity, exhibits, book talks, and program planning assistance. Library specialists gave priority to community leadership through program planning and counseling on important subjects and library resources, use of library materials in library-sponsored programs and activities and staff training in these areas.

By the sixties, and still today, the reader's advisor faced problems more numerous and more complex than ever before. Among these are: the increased growth at both ends of the age spectrum; over 65 and under 25. They have needs which are worlds apart. The population shifted to urban areas and their satellite communities. There is a rapidly growing population of disadvantaged who look to librarians and advisors as educators and counselors.

On the other side of this is the increasing utilization of libraries by college educated adults. Certainly it is obvious and will emphasize the fact that costs in every area are steeply ascending. As a result, we may say that the core philosophy of our time is the socialization of our population. It is increasingly clear that those who seek our help do so out of greater urgency than ever before and bring to us problems of greater range and greater complexity than we were formerly expected to handle. On our part, we must be more responsible and capable to that end. We must not only use all the tools at hand, but be ready and able to use all the expertize and resources in our communities.

IMPLEMENTATION OF READERS' ADVISORY SERVICES

Adelaide Weir

Implementation is doing--action--methodology. What the readers' advisory librarian does and how he does it is of key importance. He is often the only direct personal contact that the library user has with what, unfortunately, is often an aloof, impersonal, and forbidding institution. Staffing and training of readers' advisory personnel is therefore vital; yet little is actually being done today. This area has a fine history, but its present realities seem to have lapsed, and just at a time when the library needs to incorporate this type of service the most.

Who Does the Work?

Readers' advisory service has been offered since the 1920's and still is given a place on the current organization chart of most libraries. Literature on the subject usually speaks of a person especially assigned to this work; but particularly in departmentalized libraries, this is not always so. Many variations appear, all of which fall roughly into four typical categories:

1. One or more of the staff is regularly assigned to this work.
2. An advisory service specialist operates in each subject division.
3. The responsibilities of this service are absorbed by one of the functional departments, such as reference or circulation.
4. The entire professional staff acts as readers' advisers in all capacities where reader and librarian meet.[1]

As for specific examples of the functioning of readers' advisory departments, not too much descriptive literature has been written. A study was done ten years ago[2] that examined in detail the practices of three large public libraries, Chicago, New York, and St. Louis. All three of these libraries trace the origin of their readers' advisory services as organized departments to the 1920's. Chicago set up a Reader's Bureau in 1923 which compiled book lists for individuals and offered general consultation on books and reading for those not interested in following a prolonged course. The Bureau also provided assistance to clubs and various kinds of discussion groups. Readers' advisory librarians performed a meticulous task of interviewing, book selection (often with the aid of subject specialists), and record keeping.

By the 1950's, however, all these services had been disbanded. According to Alice Farquhar, adult service coordinator, readers' advisory work became the function of the various departments; however, she also says that very little was done that approached the services of the defunct Bureau. Lack of time and lack of trained personnel account for this decrease in service. The Bureau was disbanded at the recommendation of a survey of the system that stated that readers' advisory service was too important to be restricted to one department but, rather, was the prerogative of every public service librarian. The Bureau was replaced by the Adult Education Department, which took on a wider scope. The services it now offers include an up-to-date file on adult education opportunities in the area, both formal and informal; a vocation pamphlet file and a pamphlet file of materials not easily located in book form; the provision of meeting space and materials for the use of other adult education agencies; the sponsorship of discusssion groups, lectures, film showings, and other cultural events; and the provision of various services to business firms.

Readers' advisory services at New York Public Library also began in the 1920's but followed a slightly different evolutionary pattern. Initially, services offered were very much like those in Chicago, except that New York eventually expanded to include advice to branch librarians. From 1946 to 1954, however, other jobs were added until the office included adult services, readers' advisory services, an adult group specialist, a labor education specialist, filling information and circulation services, and the responsibility for branch reference collections. The same year that Chicago disbanded its readers' advisory office and decentralized its services, New York again established the Reader's Adviser as an independent unit under the Coordinator of Adult Services. The responsibility for compiling published book lists was centered there, along with the duties for advisory services to individuals and groups.

The Office also provides information on adult education opportunities, including pamphlets, an up-to-date file of courses of study, and a file of vocational materials. It also keeps a file of certain community activities, including local program resources. These services are provided by the branches for their areas and by the central library for the city as a whole. Extensive cooperation is carried on with other adult education agencies, and in addition, library-sponsored activities are undertaken such as book-centered discusssions, lectures, debates, programs on library resources, film showings, and musical programs. In essence then, the Readers' Advisory Office is functioning in essentially the same manner as the Adult Education Department at the Chicago Public Library.

St. Louis Public Library traces the beginnings of its readers' advisory services to "library hostesses" in 1885 and its formal beginnings to 1925 when the Reader's Advisory Service was established. This service is still functional and, according to the study of these three libraries, seems more nearly to uphold the idea of individual services to readers. Of course, the size of the city of St. Louis makes this more workable also. A publicity sheet released by the library describes the function of the Service as to:

> Assist at the public catalog.
> Direct readers to other departments.
> Recommend single titles of reading courses for individuals and groups.
> Outline special reading courses on request.
> Compile book lists for occasions such as book reviews, special days, etc.
> Distribute lists on various subjects.
> Suggest opportunities for adult education.
> Cooperate with other adult education enterprises.
> Participate in and be aware of the public relations function of the library.

Information services provded are virtually the same as those listed for the other two libraries, including a directory of city events, a file of university extension catalogs, a special lecture index, cooperation with other adult education agencies, and other similar services. The size of St. Louis enables the effective offering of individual services without curtailing group services.

Of course, this study was made some ten years ago, but is valuable for its record of just what three large libraries had done up to that time in the readers' advisory area. One may say that it gives an excellent overview of the historical and traditional patterns followed in the implementation of readers' advisory services. Recurring patterns of service can be picked out, such as individual readers' advisory work to a greater or lesser extent; work with community groups; the provision of information on community activities, particularly adult education activities; cooperation with other adult education agencies in the community; the provision of various types of book lists; and sponsorship of programs of an educational and cultural nature.

Some key problems can also be identified, such as the conflict between individual services and group services; centralization of readers' advisory services versus having the entire staff perform this function; and library sponsorship of, versus library cooperation with groups and programs. Nothing has been said of the nature of the counseling function of the readers' adviser, although the early Chicago program seems to have verged on this idea, but it did not approach counseling in the same manner or to the extent that we shall in this institute.

Training of Readers' Advisors

Few library schools do much in the area of training for readers' advisory work beyond offering a book selection course. In 1967, Lester Asheim addressed the Adult Services Section of the Wisconsin Library Association on the training needs for adult services.[3] He said that current social changes and changes in library organizational structure both represent a challenge to the education of librarians, those now working and also those in library school. Asheim stressed three areas: (1) the need for emphasis on principles and theories in library education that can be applied and adapted to whatever radical functional changes may occur in practice through the years; (2) the need for increasing specialization at an earlier point, even in the undergraduate level; and (3) the need for library schools to update their curriculum, just as the public schools, colleges, and universities did in the wake of Sputnik.

Regarding the second point, Asheim emphasizes that adult services, children's services, and other areas of librarianship need to be unique fields of specialization in which a person may rise rather than be forced to turn to administration in order to be promoted. Asheim sees administration itself as a unique specialty. He also emphasizes the importance of a solid undergraduate background and a program of continuing professional education. He says that technical advances have made it possible for the librarian to again become a humanist, in the sense that his "attitudes of thought and action center upon distinct interests and ideals."

Human interests and ideals will be the keynote of this institute. A basic maxim is "know your patron," and this idea expands to "know your community." Traditional publicity and public relations methods are well known to all of us. What we will be concerned with is another matter, that of interpersonal communication. Knowledge of our patrons ultimately comes from our own contact with them as individual human beings on a one-to-one basis.

The conversation with the reader, or the interview, as you will soon come to call it, is the all-important key to knowing your patron. This entire approach is a new one in the implementation of readers' advisory services. It goes far beyond the traditional concepts and roles that I have discussed earlier and with which we are all acquainted. Knowledge of disciplines other than librarianship must be employed; this in itself is a departure from tradition. We believe that knowledge and active use of this new dimension of reader's advisory work is of fundamental importance to the development, upgrading, and modernization of adult services and basic to the identification of the role of the library in today's fast-changing society.

REFERENCES

1. New Jersey Library Association, Adult Education Committee. *Readers' Advisory Service: A Librarian's Guide.*

2. Peggy Craig Rast. Readers' Advisory Service: *A Survey of its Development in Relation to Other Adult Education Services* *(Thesis, University of Chicago, 1958).*

3. Lester Asheim. "Aspects of Training for Adult Services." (A talk given before the Adult Services Section, Public Library Section, Wisconsin Library Association, Madison, April, 1967.)

EMINENCE OF READERS ADVISORY SERVICE

Patrick R. Penland

Readers advisory service in libraries has had a long beginning. The service began with the development of the public library, when for the first time in the history of western civilization great masses of the population clamored for library services. Not knowing any authors or titles of books, as scholars sometimes do, the general population approached libraries with "interests", or "needs" and demands to be satisfied.

Parallel with this development was the selecting of books and other materials to anticipate possible patron-demands, rather than making the selection strictly from a subject or balanced collection point of view. Community-interest and known reader-demand became early principles of book selection.

In working with patrons librarians soon realized that these "traditional" principles of building a collection were almost identical with those principles necessary to select a book from a library collection when trying to satisfy a patron's demand. Book selection rapidly became an important part of library economy, and has remained so until today. But the reasons for it have changed over the years.

At first, book selection built the tiny library collections that were available in public libraries at least up to the turn of the century. But after 1900 the book collections rapidly increased in size. The rate of growth became geometrical with expanded budgets and book trade. Soon libraries (in practice) were obtaining one copy of almost everything published. Instead of disappearing however book selection became a service method which librarians used to achieve an interface between an organized book collection and the patron. It is this interface or method that eventually became known as readers advisory service. The other service interface of course was reference, i. e. the provision of information to satisfy a subject inquiry.

During the first quarter of the 19th C. librarians were busy developing a bibliographic apparatus peculiarly suited to the requirements of reader interest. Tools such as the "Standard Catalogs", the Basic Book Lists" and the "Guides to . . ." are indicative of this trend. This kind of bibliography was more readers-advisory-oriented than that of descriptive, or enumerative and critical bibliography. Such tools were often used to create new collections and to evaluate old ones. But it must be remembered that the collections built or evaluated by such tools were mainly in small, reader-oriented libraries or in branches of a larger system. For large library systems, however, enumerative and critical bibliographies were still used as they are today to build their comprehensive collections.

Readers interest bibliography was eventually used quite extensively in readers advisory work. In fact, the annotated and classified card catalog was the single most useful tool eventually developed by Readers Advisors. Annotations included: 1) brief statements of the content of the book; 2) style of writing; 3) possible use; and 4) frequently made a comparison with other books on the same subject. Such catalogs were used extensively in the preparation of reading lists in order to satisfy actual reader demands. Librarians eventually developed such a professional expertise that is one of the glories of American librarianship -- counselor librarianship.

By the 1920's, book selection for readers had grown to such a point that larger libraries began to experiment with service arrangements that were separate from the traditional circulation and reference departments. A new service, that of readers advisor, was set up and grew tremendously during the late 1920's and early 1930's. However this separate service department was short-lived. By mid-century readers advisory departments had all but disappeared from the library world. The function of advising readers was dispersed to all members of the reader-services staff.

It is interesting to note that Helen Haines Living with Books came at the end of this development. Living with Books immediately became a textbook in library schools, not for readers advisory courses but for book selection courses. This is especially curious, at this period of library development, when Fremont Rider observed that library collections were doubling every 16 years. Surely it is an anachronism to teach readers-interest principles of selection as the method of building, maintaining and evaluating the immense post-World War II collections of American Libraries.

Confused or misguided as they were about the collection-building function of book selection, library educators, however, were quite clearly in agreement over the importance of reader's-interest-selection for all librarians, and especially for those in adult services departments. It was considered important (and still is) that reader-service-personnel should be able to move rapidly from a reference confrontation to a readers-advisory interface with flexibility and ease. Otherwise the patron would obviously be shunted from one librarian to another. What then was considered to be a strength has in these later years become a liability.

The rationale behind readers-selection was the desire of librarians to inculcate in readers the pleasure of books and reading. From Cassiodorous Senator to Helen Haines the rationale has remained the same: 1) to develop the intrapersonal communication skills, of reading, viewing and listening as the major method of obtaining a liberal education; and 2) to rationalize a person's knowledge (that is to be communicated) rather than have it well-up from personal fancy and phantasy.

In this age of subjectivity, personal identification and spontaneity, so brilliantly ennuciated by the intellectuals of the New Left and the value of intrapersonal communicative skills based upon logical discourse units became even more desireable. Books and materials, and the literary values of a liberal education, take one new significance when compared to such idioms of the time as those described by Marshall McLuhan and others.

What Cassiodorous sought to accomplish in his day may, after all, be the great accomplishment of librarians in our age: to pace the human intellect with logically organized discourse units, rather than to extemportize, expediently guided by our "values". Cassiodorous called such inner movements, a whimsey of the "spirit". Personal "positions" or convictions have to be refined through much reading, viewing and listening. Otherwise we run the risk of failing to recognize that values and prejudices are opposite sides of the same coin.

Unless the trend to micro-chauvinism and personal-amorphism can be reversed or at least objectified, it may lead to a breakdown of industrial civilization. Chaos will rapidly spread to the engineering sector. An electronic world cannot be run by a "hippie" mentality, even if it is in the tribal village of mass media communication.

Librarians with their organized-comprehensive-collections and their indexing services based upon logically related categories may serve as a major factor in circumventing a second law of thermodynamics in the use of the intelligence. Without technological complexity, society as we know it today could rapidly sink to a level of economy incapable of supporting the existing population.

It is because of our faith in leaders from the past - Jennie Flexner, Helen Haines, John Chanceloor, Sigrid Edge - that we have this Institute today. It is also a measure of your commitment to their ideal of librarianship that you are here today. That ideal may be summarized as: men by reading, viewing and listening can bring order into their lives and in the society in which they live.

The only way so far devised by men to improve themselves is to build upon what they have already learned. A major way to such knowledge is through reading, viewing, and listening, in order to see what has happened, what has failed or worked successfully. Librarians spend themselves professionally to promote reading for the pleasure of learning, and to enjoy life more fully through the use of materials.

Advisory work in libraries is designed to help men live better and more productive lives, and to develop their problem-solving abilities into fine instruments for their own continuing education. Such men, with developed mental ability, can become an integrating force in the lives of others and in their society. By force of example, others will be lead into socially integrative habits.

Consequently, social integration will come not from without by the force of arms or police action, but by example, empathy and integrative activity. Such is the traditional social purpose of librarianship and I for one would find it difficult to substitute another one.

In any event, without a dynamic program of reader guidance, the librarian plays only a passive role in the development of adult reading. Such a program involves a person-to-person relationship and is probably the librarian's most potent contribution to continuing-reader-development. It is a tutorial and interacting relationship, and has always been considered the ideal human communicative experience.

The personality of the librarian is, of course, essential. He must be a mature integrative person himself. When the librarian's personality is combined with diversified materials, an exhilerating experience awaits any patron who seeks out the librarian, whether he is "floating" librarian or a stationary one. When superior readers advisors are more generally available, the librarians in America may become as famous for their interpersonal communication as the tutors of Oxford and Cambridge were in times past.

So essential is this interface with the patron that group work services of libraries suffer for lack of it. Unless individuals are prepared sufficiently as individuals and develop their personal problem-solving skills, they cannot demonstrate effective creative and critical thinking in a group. Jennie Flexner summarized this ideal of service when she writes in her first annual report:

> "At the beginning it was recognized that: the functions of this office are those directly and indirectly concerned with the planning of courses of reading based upon the individual reader's needs . . . This type of adult education divides itself rather definitely into two parts: first, the work with the individual wishing to follow systematic reading for his own benefit; and second, the work with groups and group leaders, seeking to accomplish somewhat similar results by extending the library's guidance far beyond contact with the individual reader."

The librarian as readers advisor serves: 1) as a catalyst, 2) motivates interest in books, and 3) works to develop habits of materials use in patrons which can lead to more effective involvement with libraries and purposeful reading. Reading guidance came to be a unique intellectual experience for people which could be obtained from no other book distributor. The development of reading lists tailored to individual requests became the major teaching method of the readers advisor -- a profession that eventually was called the "professors of the book." For a few exceptional librarians no effort was too great when it came to helping a reader towards a worthwhile objective.

As long as the method remained a dynamic interface with the patron, librarians continued to exert professional leadership. But, as so often happens when the practice of outstanding leaders becomes institutionalized, that which was dynamic soon became static and at best a formula. The intellectual free play of mind upon mind became a routine exercise. Countless lists of books were ground out, to be retrieved upon demand - a sort of reading-list retrieval-system based upon types of readers. The unique, dynamic interplay between two individuals was reduced to efficient service based upon rapidity of recall. The creative and critical interpersonal development of patrons no longer seemed to be a goal of the counseling enterprise.

The tragedy occured because there was no intellectual base for this type of service, and certainly no theory of interpersonal communication. The system of professional library education of the time was insufficient and certainly not widespread enough to train the younger generation of librarians. In-service training alone was not enough to pass on the necessary knowledge and skills to younger members of the profession. The talents developed by leaders in the profession were lost through retirement or death.

Not only was the patron short-changed as a result, but the librarian became a retrieval expert rather than a dynamic resource-person e.g. "floating librarian" able to respond to the unique personality configurations of a human being. Reference service and reference retrieval was emphasized in library schools at the expense of interpersonal communication.

Be that as it may, the goal of reader-guidance has not been completely lost to sight over the years. Its objective of developing non-readers, or random readers into purposeful readers became that of the profession itself. Though few in number, certain outstanding teachers at a few library schools who had a vison, and practical knowledge of adult-guidance were able to keep alive this type of service even though there never has been widespread agreement as to goals, policies and procedures, and the approach to these problems has been marked by vagueness and controversy.

Personalized reader-guidance has usually depended upon: 1) individual librarian's philosophy of librarianship, 2) his professional competence, 3) his book knowledge and general cultural background. The readers advisor is most successful when he is: 1) a mature person of wide-general-education and library experience, and 2) equipped by personality and training to deal sympathetically with a wide range of adults. In addition, a number of external factors also have their effect: 1) the type of community, 2) organization of the library, 3) size of staff in relation to use. These have been noted, for example, by Eleanor Phinney in Library Adult Education, her analysis of five library case studies.

Perhaps the single most important factor is the degree to which adult librarians devote full time to the personal needs and problems of the individual, as distinct from information retrieval, per se. The ideal is an informed and sympathetic understanding of individual adults' needs for education, information and recreation; and where the librarian can interview readers and establish rapport with them in an area which makes normal conversation possible. Tools immediately available to the readers advisor can be scanty and should necessarily remain so, in order not to impede the initial conversation.

This of course is characteristic of the situation within which the "floating librarian" operates. But once the person with an inquiry or interest has developed cognitive flexibility and has tentatively identified some goal to pursue, the entire library collection is at the librarian's disposal, at least to the extent that his personal knowledge and skill as a resource person makes him efficient in handling the bibliographic aids and logical construction of the subject indexes. The floating librarian must be adapt with some tool such as the telephone "yellow pages".

Giving advice to dedicated readers may be a minor function of the readers advisor. But it is the general reader, who has used libraries only occasionally, who is most likely to need help in making selections from the vast store of available materials.

Far more important from an educational point of view, is this type of reader who needs to improve his general education and who cannot be confined to any particular type of reading, but ranges over the entire library collection. Traditionally, such readers were started off by the librarian on light fiction and moved gradually into historical fiction, to be followed by history, biography and then on into the subject fields. This type of reader usually has a great variety of needs that can be met only by a highly individualized service.

Readers advisory service is consequently assumed to be educational. The librarian needs a lively appreciation of educational goals. "Knowing people for the purpose of directing education is something quite different from knowing them as a talented receptionist knows them. Something like a psychological technique is required." (Alvin Johnson The Public Library American Association Adult Education, 1938, p. 42)

It may now be profitable to summarize directions in which the readers' advisory idea developed. Beginning in most cases with the pioneer efforts of a few gifted individuals, the Readers' Adviser's office developed until several professional assistants were participating in the work. In other instances the function of the Adviser became one of counsel and referral. The office served as a clearinghouse from which the reader requiring orientation was led or directed to the section of the library or the staff specialist best equipped to deal with his problem.

The tendency in larger public libraries toward subject departmentalization meant division of staff; and division of staff on a subject basis inevitably implied specialization. This pattern had an important relation to the readers' advisory function. Adults approaching a library in search of information or self-development, although vague in purpose, are seldom completely generalized in their subject interests. When a preliminary interview at a library desk or in a readers' advisory office reveals the nature of their needs, the individual can usually best be served by referring him to subject specialists who are also equipped to do informal education work with adults.

The Public Library Inquiry found in 1949 that the Readers' Adviser, serving the individual client with special reading lists and general guidance, was even then going out of fashion. "Currently, the tendency is to provide such services through the staff generally rather than through a particular sub-division of the staff. . . The present practice is to consider every librarian who comes in contact with the public as a readers' adviser."

This swing away from the older concept, of Readers' Adviser and a broadening of the function to include all professional staff members working with adults, probably marks an advance in service. A central office headed by an able, mature and experienced adult coordinator, may have many functions, but one immediate concern is the influence of the coordinator which can be exerted in raising the quality of reader guidance. This may be achieved through a program of in-service training, through consultation with supervisors and through contacts with individual staff members.

Librarians are no longer content to organize service on the basis of response to casual day-to-day demand as expressed at service desks. Effective programs of readers' guidance must be conceived and carried out in relation to the nature and the needs of the entire community. All knowledge of the community which library policy-makers can muster has some pertinence to planning and carrying out day-to-day service to adults.

The specialists who frequent subject departments are active and loyal library users, but they form only a small percentage of the regular library clientele. Adult students and young people require guidance and direction of a less intensive nature than do specialists and group leaders.

All adults not specialists or students, fall into the vague category of "general readers". Individuals seeking self-development, but not enrolled in any formal course, make up an important segment, and clearly need the kind of continuing service of "reader guidance." But the great majority of adults are brought to the library by needs or desires of a more occasional nature and for them the principle holds: turn every person into a reader, and every reader into a purposeful reader.

TRADITIONAL LIBRARY SERVICE

Entrance Requirements:

1. those who come.
2. those who have a certain level of intellectual, cultural and reading attainment.
3. materials meet criteria from freshman composition textbook.

Major Methods:

1. know people (social types).
2. remove barriers to book use.
3. create pleasant atmosphere, personally and physically.
4. knowledgeable about books and authors, literate, urbane, cultured.

PSYCHOLOGICAL ORIENTATION:

catch people where they are, and move them to where they ought to be

human nature being what it is, we've got to provide some recreational reading.

Readers Advisor

↓

Literature
The arts — (Landheer's value and cultural reading)

↓

Fiction — Know Characters -- "Encyclopedia of Literary Characters"

Know Plots -- "Masterplots"

Techniques: memorize critical incidents ("Bookbait")
: book talks
: browsing in psychological subject headings ("Fiction Catalog")
: great (best) books lists ("Patterns in Reading")

↓

Biography
Travel
History — Landheer's cultural reading

↓

Non-Fiction — (Landheer's vocational and compensatory reading)

Techniques: ask questions until sure of reader's inquiry
: "know" reference books and subject collection
: demonstration searching
: open shelf classification

↓

Reference Service

SUBJECT ORIENTATION:

SECTION II

Background for Advisory Counseling

Page

Diogenes Ascending 33
Marc Belth

Information Search Strategies 49
Robert Taylor

Guidance in Viewing and Listening 63
David Crossman

DIOGENES ASCENDING

Marc Belth

The search for an honest man no longer marks the limits of our preoccupations. If it was ever true for the Greeks that individual honesty was the primary virtue, however clouded it was by tragic flaws, we have come a long distance in the direction of recognizing that the tragic flaws which characterize each of us are what give us our uniqueness, and the world the value and the character that it has for us. To be concerned to find only perfection, or one who stands as the model of flawless purity and honesty is to be dominated by a non-existent world, for only in a dream can such perfection be sustained.

About the only perfection we are left with in this century is the perfection which is precision. Somewhere (and it is not too hard to locate the several points along the historical way) we have lost our primary concern with perfect wholes in this world and whatever other worlds there might be, and we have ascended to a concern with the structures of things and of ideas themselves. We have, in short, moved up to the complexities of events, and away from their simplicities. The purity of the philosophically simple god has been replaced by the complexities of the gods of invention, of torment and paradox. And we, who are in quest of truth and of honest men, now must look not simply into the dark areas where we might find those who tell precisely what they see; we must look into their ways of seeing, and discover proofs of the precision with which they reflect their complex worlds and even more complex minds.

Now, if we have moved away from being dominated by the world of purity and perfection, we have become more and more concerned with what men have invented - ideas, pictures, machines, sciences, literature, all those matters which sooner or later are embedded in symbolic forms of one kind or another, and need to be stored somewhere so that others, who have not yet developed such inventive powers, or who might never, but who will need to use those powers, will be able to find them.

Each of us seeking out the creation of others in order to know them with the precision which the storing symbol systems have made possible, is a new Diogenes. But so complex are the realms to be explored, so varied are the symbol systems, and so compounded the storing systems inside of which they are stored, that we need such guides as Diogenes himself never needed. He began with a clear idea of honesty. He was able to recognize the honest man, should he ever meet him. But as we ascend into the real world, with its iridescent criss-crossing of meanings and values, we need constant guides, roadmarkers, directional signals, in order to get to places we are only vaguely aware of; and in order to discern the meanings of what we have encountered. The Diogeneses of the modern world are literally lost without some builder of signposts, some reader of the special signs which have been stored. In short, a Diogenes without a Librarian needs to be part-librarian himself.

But we must recognize several things. First, as I have said, Diogenes now seeks something more difficult than the simple representative of honesty. He seeks knowledge of all the realms that sustain him, both human and natural. In light of this, he needs more than to be comforted with the thought that if he but endure, he will find what he seeks. He needs more than the sustenance of a kindly psychological guide. He has begun to sort out the world in the terms of the categories he has learned. But the categories themselves are only his tools, not the knowledge he seeks. Moreover, the matters to which he needs now to apply those tools extend far beyond the consequences of the psychological comfort he may need, if he is to maintain his courage and to continue his quest. He needs to have such a guide as the archeologist is to the man eager to search out all of the possible treasures to be found in some newly encountered ground. Here especially do we discern the limits of guidance in the psychological mode. No amount of enthusing over the prospects before us, no amount of encouragement to go ahead will equip us with the capacity to recognize the fragments and the shards, the signs and the elements of the unordered raw data we come upon. And since it is understanding which we seek, and knowledge, and not simply the courage to go on, psychological sustenance, however important, is not enough. What is needed is the archaeologist of symbolic terrains, who is able to direct the striking axe, so that it will more likely than not uncover the sought-after artifacts - uncover them to eye and mind.

And this, it must be evident, is an epistemological problem which cannot be encompassed in the psychological sustenance of Diogenes. The counseling which is required is much more than that which is designed to foster an integration of personality and goal in the searcher after knowledge. It requires the skill and the tactics which will enable one who knows only to some degree how to employ his cognitive tools and powers in order to improve that degree of knowing. And an outline of such tactics I will describe in the heart of this paper. In that description I will find place for analysis of the relationship between the three classes of activities which enter into the work before us: education, guidance, and information retrieval.

The process of being educated, I have argued, has three dimensions. First, it is a matter of becoming competent in the use of the modes of thinking that are identifiable as the subjects of study in any curriculum. Second, it is concerned with enabling methodologies (these are educational models) which engage learners in particular modes of thinking. It is, finally concerned with the very idea of the character and the function of model-making and model-using.

It is within this examination of these three phases of the process of education that I hope to offer an analysis of information retrieval, and the different pathways to be taken in the rather different, yet somehow allied types of guidance required by a searcher in quest of materials which he either does not even know exists, or knows about only in a vague, unidentified way, or knows about in some detail, but to a limited extent, while seeking more.

The subjects we concentrate on in our studies are all of them cast within the mold of a metaphysics examined only by philosophers. Generally, the fields (e.g. history, physics, anthropology) come into existence as the more or less collected and tested conclusions by a more or less dependable body of scholars. This is as true of history and philosophy as it is of physics and chemistry. The methods by which such conclusions have been reached have, of course, been important - but important in a curious way. They are the methods which give assurance that what has been concluded can be proven again to be the case a second, a third a tenth, a thousandth time. But method in this sense is simply a strategy, and for most of us is of secondary importance to the truth of the conclusions. In fact, the conclusions are not dependent upon the quality of the method. Those are true in and of themselves, so long as they can be validated by any method whatever. Thus, by whatever method it is proved, the subject of study are the truths, the organized knowledge which identifies the field, say, of physics, or the social sciences, or mathematics.

But it must be recognized that in the scientific and humanistic revolutions of modern times, these "subjects" are viewed differently. We have come to the view that each of these is not simply a body of fixed conclusions, or determinate truths, but rather a way of thinking and talking about the world, of sorting out the raw data of some area of concern, so that it takes on the meaning within the sorting process itself. Now method is more than the strategy of proof. It is the process of making truths, as especially evident in the developments in the physical sicences. But it extends to every inquiry, far beyond the realms of physics. Ultimately, all our education comes to be a concern for developing powers of inquiry, of search. And its accomplishment is measured by the controls we develop over the models of the specific types of inquiry made available to us in what we call the separate fields of knowledge. (I will come back to this issue shortly in a somwhat different analysis of substance and process.) These models are embedded in the reservoirs of our pasts, in the records of the growth of cultures and of civilizations.

2.

But let me consider this more directly. We usually think of information storage in terms of memory banks or their surrogates. Thus, we store information by memorizing, or by encoding data and placing them into books, pictures, or such machines as are readily responsive to signals. This takes a form which will allow desired information to be retrieved on command. Improvement in the system means improved strategies for an increasingly effective, immediate and accurate retrieval of the desired information.

But from this simple statement we are led to recognize that sometimes the information we want is stored in the very form that we want it on recall or retrieval, but that at other times it is not stored in that form. It is stored in labeled modules, or elements. In fact, as we develop knowledge of an ever-increasing complexity, knowledge-wholes become less and less desirable since they occupy more space and time than we have room for. Moreover, they are not often sought in the forms originally found. Storage of whole-knowledge is generally maintained at the more elementary educational level, when we expect that the young learner to encounter and to learn that information in its original form, much like storing of whole eggs are limited to specific conditions and functions. But as the learner matures, he is asked to confront the elements of knowledge, and to learn to put together parts of many bits, in order to come to newer meanings and newer understandings. Thus, we store in elemental form bits of information according to established rules. We develop machines which accept the command to collect and produce information which was not stored in the form in which it actually appears from the machines. (The simple adding machine is a fine example of what I am talking about here. What is stored is number in raw form. It is not even stored in sequence. It is stored, on the contrary, in absolute form, and along with it are rules for adding, subtracting, multiplying and dividing. Now, when we want the machine to produce for us the information of the result of dividing a very large number by a slightly smaller one, it is we who indicate to the machine the sequence of numbers to be operated upon, the numbers to do the operating, as well as the procedure which the machine is to follow. In this case, dividing.) In a sense the machine has stored the answer, but not in its final form. It has stored the model of the procdures for announcing the answers.

But how shall we consider this activity? I submit that we might best consider it by considering, as I shall emphasize several times, that the symbols which are the language used are the exclusive and the exhaustive form into which the information is stored. Thus, information storage is not simply a matter of committing images to memory, or procedures, nor is it simply a matter of constructing machines which will more readily and with less distraction receive those nuggets of data and the operating rules according to which the nuggets of data are to be handled. The primary form of information storage is the language itself. For, whatever is known is known in some form. This form is symbolic in character, and is referrential. Its referrents are either actual events to be empirically encountered, or mental events, to be conceptually encountered.

Thus, the quest for information is not ended when one has come upon some empirical event, or upon some memory which he has recalled, or some cluster of data organized for him by some instrument of retrieval. The quest for information ends only when the symbols of that information are translated into understandable significance in some context of meaning, for which the formation was sought. It ends when, penetrating the language-born information, we come upon the basic models which give meanings to that very information.

It is safe to say, now, that education is at least a quest for filling in the missing pieces in context of interrelated pieces, the full meaning and understanding of which waits upon the filling in of the missing pieces in comprehensible, consistent ways. And this education demands both the conditions for developing skills in the uses of the machines which retrieve information, and in the ability to encode and decode the symbols which carry the information. For it must be clear that information is carried in twofold ways. It is put into symbolic form, and then embedded in instruments, (either in the mind now seen as instrument, or in some more mechanical form, such as a computer.) Education as the quest for knowledge, then, is that search which fills in the spaces that completes a picture of some real or conceptual world.

3.

What makes for the variety of complexities which assail the work of the librarian is the variety of possibilities in the character of the contexts for which completions of information and understanding are sought. It is, as we shall see, relatively simple when the context within which some pieces are missing are clear and fixed. It is extraordinarily complex when the context itself is obscure, and all that is available are some ambiguous and ill-defined symbols to be used only as clues for finding complete pieces that will help fill out the entire picture. It is even more complex than ever when the pieces, in addition to being vague and ambiguous, are admittedly said to belong to no heretofore known clues or clue-systems. These must not only be assigned meanings which they do not yet have, but the very context into which they shall be fitted has yet to be constructed for perhaps the first time. (The original, meaningful works - essays, pictures, experiements, structures - which students of even a relatively young age are able to create in this sense are far more frequent than most educators generally admit. And yet if the logic of this argument holds, such originality is indeed part of the range of education, and an additional bane to the work of the librarian. For the searcher may well be asking for guidance in areas he is just on the verge of inventing.)

In light of the analysis to this point, we can now consider the special obligations of skill which are placed upon librarians. I will make no attempt to evaluate arguments that librarians are generally inept in their psychological dealing with library users, or that their methods of enabling them to talk out their quests are generally undeveloped. I will simply assume that on the whole, there are very few people, librarians included, who are competent to conduct the kind of dialogue which Socrates, to use that paragon of clarifying-power, as an illustration, was able to do with the eager, the brash, the over-assured, the uncertain young men of Athens.

I note that the program of the Institute includes a heavy concentration upon Counselling practices, where the intention, I take it, is to formalize without loss of spontaneity, the skill of a Socrates, combine his wit with the angelic disposition of a St. Francis. Such a program leaves no doubt that librarians are expected to be lacking in these particular skills.

But such formalization, I think you will agree, requires more than the developed competence in the skills of the guidance counsellor. I am not planning to distinguish between substance and process here. I shall not make the naive, though by now abandoned view, that what makes any individual a member of a developed discipline is that he has a body of knowledge, a grasp of the substance of his field, and along with it the expert ability to apply the most advanced and proven methods for handling those materials. On the conrrary, I shall try to demonstrate what I have already argued earlier, that what consititutes the competence of any discipline is a combination of methodologies. There is, after all, something both common and quite different in the employment of procedures to construct or reconstruct meanings, and in the employment of procedures whose purpose it is to establish contact with those who seek information. It is the difference and the similarity between the procedures by means of which communication is made possible, and the procedures of the actual act of communicating. The one is a psychological undertaking; the other is the more purely cognitive undertaking, limited to the structures of the rules of reason. Nevertheless, both are procedural, and both do require the development of greater and greater skill, if the librarian is to become more than a haphazard helper in the quest for what might be but is not yet known.

That there is a point at which the two distinctive procedures must be brought together in some harmonious and mutually supportive way cannot be doubted. But before we can create a harmony among disparate elements enough must be known about both so that the development will take account of possibilities not yet present. The attempt to reduce all such problems to the psychological is as dangerous in its way as would be the effort to see only the logical dimension of the problem. But the psychological is much further advanced than the logical, and the prospects for developing competence in counselling skills much more likely than the development of genuine skill in the discernment of meanings and making such meanings available to the people who primarily ought to grasp them, the library user. It is to this latter, then, that I will give my attention in the remainder of this paper.

4.

The most important point to make at the outset is that meanings are not attached to things or to actions in the same sense that keys are attached to the keyboard of a typewriter. Rather, they appear to have the relationship that the quality of a painting does to the physical fact of that painting. It is there, alright, but not to everybody. Nor is it there in the same way to any one individual over the whole period of the existence of either the person or the painting. We, individually, see different meanings in the painting at different times of our lives.

If this is so, then we have a serious problem in the attempt to work out the place of meaning in the work of the librarian.

Once we concede that there are no substantial facts existing in the sense that there is a given "body" of information lying well sorted in some fixed container, we find ourselves considering the character of the work of the librarian quite altered. He no longer is concerned to excavate absolute nuggets. Perhaps we might use the current vogue on this matter and say that the game is changed, for the rules for playing have been changed. Instead of making the game a mystery, of looking for hidden clues, where we need to develop a power of deduction (as Sherlock Holmes had done), we are playing more nearly a game of charade, where any one of a large number of possibilities are available for identification as the game proceeds; and each identification alters the rest of the game evolving. The facts themselves are of no significance except that they are the facts of a given context, developing their form and their force from the meanings which can be ascribed to them, or discerned in them in the new relationships which they are seen to be part of in the quest. For we are obviously hunting a Snark, you see. Whether the snark is a whale, actual monster, whose dimensions are fixed quite irrevocably, even though they are not yet known, remains to be discerned. In the game, as I have said, each clue is cumulative in such ways that the meaning of each is altered as new clues are added. And these additions affect both the searcher and one who is helping to put the search on "the right track."

Oh, to be sure, there are quests for a given piece of a puzzle, the shape and the place of which is clearly fixed. In this jig-saw quest, neither the searcher nor the guide may know, at a given moment, where the piece is to be found.

But in the context of such a quest, the pieces already known are probably the best clues for finding the pieces yet to be located. But it does exist. That much we do know. In such a quest searcher and guide are peers though the guide may be more mature than the searcher, in the sense that the guide has already been over the puzzle before. So, for example, the child who comes into the library for materials about the location, the size, the characteristic exports of the nation of Peru, but doesn't remember the name of the country, the game is simple enough, however pleasant or unpleasant it might be. The guide needs to know how to reconstruct the context in which the task arose, either in a classroom, or in a discussion, or argument. An ability to make deductions and eliminations is of great value, and between them, searcher and guide, by identifying the parts of the puzzle immediately at hand (on some map, say) can find what is sought by affirming what is already known. It would be no difficulty, but also of no great illumination, to predict a kind of a dialogue which might ensue between searcher and guide, the intent of which is to fix upon the one name among those available which seems best to fit the information already held (the shapes of the other puzzle pieces already held in mind, or placed in view.)

Such a quest, I argue, is relatively simple, however complicated the various missing pieces and pieces already present may be. It is simple because it is a quest for the nugget, or nuggets which are needed to fill out a picture known to be complete, whose meanings are not being challenged for the moment. But there are other quests which are genuinely complex because they are genuinely educational. These are the types of quests already mentioned, quests where each new discovery is not simply added to what is already known, but alters the meaning of what is known and is itself altered as it enters the context of what is known.

It is the kind of an activity not unlike that of painting, where adding raw color from a palette to a picture already begun alters both the character of that raw color and the tones of the colors already existing in the painting being created. It is as subtle and as vague as this, but as certain as the change which occurs when a black line is placed against a blue patch on a canvas, altering both the raw character of the black, and the already prevailing quality of the blue. But it is also much more definitive than the qualitative changes which take place in the uses of color, for the quest produces meanings which have histories and significances in a context of human cognition and experience.

For our purposes, W.V. Quine's[*] thesis, that meaning is best comprehended as whatever an idea can be translated as, has special force. The force of this is grasped when we recognize that meaning is a linguistic matter, and one in which a dictionary serves only as a base from which to proceed, not an enclosure beyond which we cannot go. When meaning is seen as translation, then a new meaning is proposed when a new translation is offered, and justification for it offered.

If meanings are matters of translation, then no event as it stands, no word, or even sentence, or collection of raw data as it stands, in and of itself, has meaning. The meanings we discern are found in the translations which are recognized to be adequate. But translations are behaviors with both empirical and analytical referents. And where such translations are effective, there must be established contexts of communicability. The trouble is, however, that such contexts cannot be established in advance of their need. For the context itself is constructed out of the pieces of raw data which are introduced at that very moment.

A little further examination of details will be of great value to us here.

Quine points to three types of translation, reflecting earlier distinctions I have made, whose meanings can be extended consistent with our previous analysis. There is translation between kindred languages, where cognate words contribute to the accuracy of the translation (filling in an already known picture.) There is translation between unrelated languages (such as between English and Hungarian, or Finnish) which demand that we equate elements of the separate cultures to one another until there is a sharing of culture (making a picture from known pieces placed in different ways, hoping for the same results.) And there is a translation of a language of a hitherto unknown, or previously unencountered people. This latter is usually achieved by "a chain of interpreters," who are somehow on the fringes of cognate cultures to the culture being encountered. (Constructing an entirely new picture, with wholly new meanings.)

5.

Let me translate the problem of translation into a broader context. Let us consider that each subject area, and each way of thinking about or looking at a given subject area is a language of its own. (There are such views which are widely held. Men consider music to be a language, mathematics a language, architecture a language, even vision to be a language. Each of these conceptual and perceptual behaviors can indeed be construed as a language, a method for translating and communicating events encountered. Each has its own grammar, rules for claiming, justifying, vindicating, proving, evaluating.)

---

[*] Quine, W. Van O. Word and Object. M. I. T. Press, 1960. Ch. 2.

Translation between cognate languages, then, is translation of the concerns in one area of interest to terms cognate with these, but which are more readily understood because of their greater familiarity. Thus, discovering the meanings of political upheaval or economic difficulties in Peru from the context of a knowledge of the conditions in other South American countries, and of the United States, is not unlike translating French into Italian. The discernable contexts of the different problems and the cultural elements (which are linguistic in character) are cognate with one another. As a knowledge of French makes an exploration into Italian a not too difficult task, so a knowledge of the problems in one segment of the Americas makes an exploration of the others relatively easy and smooth.

The quest for information and for understandable meanings between unrelated languages presents a more difficult undertaking. We might equate this with one who seeks to understand something not already established within his own language system. What he seeks is that culture which is shared with what he is trying to understand, but which is not commonly shared by all. So, for example, a student comes to the library in quest of information on the meaning of love in different periods of history. The single term "love" is more a hindrance than a help, for it is a word which has no necessary cognate meanings in different centuries. What the Greeks identified by that term, what the Medievalists did, and what, say, Freudians do, have no surface similarities. More, in the separate languages, the word "love" itself is not always the identifying term. In some way we must become aware that the term "Eros," the term "Agape," the term "philos," each represent within Greek culture, variations of what the term "love" means in ours. Moreover, we must learn that what medievalists identify as "courtly love" is not what the modern world calls "love," unless we also recognize that in the contrast between the two cultures we have evidence for what we have now come to identify as the "sexual revolution."

The obligation which this condition imposes on the guide to a search into materials stored in information reservoirs is quite clear. A good deal of knowledge is required of the librarian, but even more, he needs a grasp of the methodology by which such "translations" are to be accomplished.

There remains that third sense of translation to be considered. Translation from a language as yet unknown, or unencountered is akin to seeking meanings in realms of data we do not even know exist, however we may suspect that they do. In short, someone asks assistance in locating data for which neither he nor the guide have names. For, if there were names, translations, there would already be some clues which could then be explored and analyzed. The problem is how to get to materials for which there are not even illustrations.

Surely this is the most complex and the most demanding problem which the librarian faces, and cannot ignore. But neither can we ignore the fact that there is, in the strictest sense, a great difference between the librarian and the teacher. If it is the function of teaching to nurture in the learner the capacity to come to grips with symbol systems, and the development of meanings, it is the work of the librarian to help to establish the cognitive contexts within which further learning and self-teaching can continue to develop.

6.

Let me distract myself for a brief span at this point. I shall not spend too much time on the problem to be raised in this section, for I am not so much concerned to contradict as much as to warn. This is the problem already raised, that of the development of counselling tactics for those who search for meaningful information, by means of tactics which are developed out of psychological models. Blocher's work on developmental counselling is perceptive, significant, and worth study. But the translation of that work to the function of the librarian is a hazardous one. We are too readily persuaded that its effectiveness is readily translatable to the quest with which the librarian is occupied. I submit, however, that there is indeed a danger of confusing functions in this.

Put into the simplest possible terms, we must be quite clear that not all confusions which human beings suffer are of the same kinds. And if they are not, we had better be certain that the counselling which is developed to cope with one kind of confusion is in fact applicable to another kind.

It is really not very original to point out that the confusion of a boy at the age of fourteen, to use Blocher's illustration, over the behavior of girls to whom a short time before he responded as if there were no difference between them and boys, is very different from the confusion the same boy suffers in the face of the recognition that the familiar picture on his wall is more than just something to cover space. The professor who approaches retirement with a growing sense of panic is not altogether the same professor who approaches an essay he has just written with the growing sense of the panic which arises from a dread that he has written something which is not only unsubstantiated, but borders on nonsense. In short, there is a great difference coping with the concepts of change as these are discovered to be more varied and more complex than first thought.

One kind of problem does not necessarily include the other. The same professor who can cope in one way with his impending retirement is not able to cope in the same way with the discovered inadequacies of his or someone else's work. The child who is confused over the sudden recognition of the delightfully irrational behavior of girls may yet be able to cope readily with sentences, indeed, whole books about how girls are curious and troublesome, and not to be trusted at all. If this is the case, then developing strategies for coping with the one kind of problem moves us only further away from developing equally effective strategies for coping with the other kinds.

Here, then, lies the dilemma. The excitement and the promising effectiveness in the uses of tactics in guidance whose goal is psychological balance is not to be expected to improve the capacities for success in strictly cognitive quests. And if ever there were a more completely cognitive arena than a library, it is hard to think of one.

Of course, this is not to deny that those who search for knowledge, understanding, new meanings, bring themselves whole and entire into the library. A man, or a child, walks into a library a whole person, carrying with him his competencies and his incompetencies, both emotional and intellectual. And we do not intend to suggest that the emotions are detachable from the intellect, so that only the latter is to be confronted, and the former ignored. What is needed, however, is a better conception of the relationship between these two logically distinguishable elements of the human event in search of understanding.

And perhaps there is no better way of proposing this relationship than by offering, as the culmination of this paper, a description of dialogue as a quest for meaning as translation, as compared cursorilly with the procedures of developmental counselling. At best, this will have to be very brief, more suggestive than detailedly substantive. But if the suggestion is clear, I shall have made my point, and perhaps recommended yet another path to be taken in the development of disciplined quests for information.

I will distil what is already quite well known: that the various models of counselling are concerned to attain to goals of self-understanding, self-acceptance, insight into the behaviors of oneself and of others, and developed capacity to recognize responses of those with whom we live and work. By means of the use of such models our librarians are expected to be able to read out the intentions of our young Diogenes! The models themselves make mandatory given methods of encounter, of conversation, of probing, labeling, sorting, identifying and explaining the relationships between what the searcher is saying and what he intends, and what barriers exist for him in his quest. These presuppose the presence of such powers or conditions as traits, impulses, perceptions, intuitions, drives, needs, and the like. Ultimately, what is aimed at is the development of an effectiveness in the searcher such that he will be able to analyze his own conditions, needs, impulses, drives, and to make full use of them in his quest for knowledge.

But the librarian is himself the product of education, and therefore, has in addition nurtured capacities to perform certain types of educational operations, especially those which identify his own unique discipline. This would especially involve conducting the dialogue as the model for discerning conceptual meanings within contexts of identifiable meanings, in advance of locating and understanding the sources of information where further data may be discovered.

The paragon of the dialectician, of course, is Socrates, and the primary source of his splendid skills are the earlier and middle dialogues of Plato. Here we find continuous and widely varied demonstrations of how dialogue is created, and how different types of dialogue enable the searcher to learn, and to come upon the range of meanings we have already distinguished and discussed earlier in this paper.

Briefly, let me set forth the pattern of dialogue as a model for helping Diogenes in his quest for understanding, and for finding the meanings available to him.

In every case, in the most ordinary or conventional way, Socrates begins a discussion about some more or less familiar subject. If it is very familiar, he moves quickly into setting up a kind of model for thinking and discovering meanings. If it is less familiar, as, say, with the question of Virtue (as compared, for example, with the problem of friendship or love) he spends a little time drawing out his fellow conversationalist, making him say and then listen to, some of the confusions which cluster about the problem. But in either familiar or unfamiliar problems he then proceeds to set up a simple model for search and for discovery. In Meno, for example, he uses an ordinary knowledge of bees and the way we usually talk about bees, as a model for searching out and identifying meanings in conceptions of Virtue. After the model has been agreed upon, he returns with his friend to the original quest, and by obliging him to remain as precisely directed by the model of talking about bees as it is possible, he enables his young friend to discover what seemed to have been present all the time, that Virtue can be analyzed in certain ways but not others, possesses certain meanings but not others, can be developed in certain ways, but not others.

Thus, by means of the dialogue, Socrates lays open to the eyes and the mind of his young followers all of the meanings that are already stored within the language they are both able to use. And clearly there is as much validity in saying that by means of dialogue the information of the knowledge of truth, love, virtue, friendship, justice, are retrieved as it would be to say that by means of a computer loaded with information in physics, or mathematics, or history we can retrieve the information as it is needed. In both cases, there has been storage in symbolic form, and it has been retrieved by tactics designed for just that purpose.

And as you examine Plato's writings, which I urge you to do, it is not hard to see that the three types of search, the three forms of meanings, which are sought, are approached within the various illustrative dialogues. In some Socrates simply assists a searcher to discover the meanings of words he already knows. In others, he shows that meanings of one language are similar in form and intention to the terms and meanings of another language. (This is especially the case whenever he uses the language of one discipline, say, of mathematics to demonstrate possible meanings in the language of another, say, of the field we might call the Humanities.) And finally, as in such dialogues as Symposium and Phaedrus, he is concerned to foster in the searchers a wholly new context of language and of meanings, reaching out into the uncharted areas of which we have only the barest of symbolic clues.

If Socrates continuously employs delightful psychological tactics, setting his comrades at ease at times, and stirring them in a variety of ways at others, these methods do not serve as alternatives to his more completely cognitive intention. They are ways of clearing the path of the intellectual quest which Diogenes must take. But they are not the quest itself. If the librarian must indeed become the guide to courage and confidence in order to help someone go through thickets of confusion and darkness, he must also become the Socratic companion, enabling the searcher to discover the meanings of his data from the data examined itself. And in this task he must equip himself, as Socrates did, to discover by means of his own questing models, the models which give meaning to the information sought, in the fields which are being traversed.

A librarian who knows nothing about the models which identify a given field is unequipped to perform his function, however gentle and supportive he might be. If he is to be effective, he must be socratic in his guiding methods, whatever else he may be.

INFORMATION SEARCH STRAGEGIES

Robert S. Taylor

I am going to repeat Marc Belth in many ways, but in an empirical and operational context. I will use some of the same ideas that he expressed and many of the same concepts: the concept of process and the concepts of inquiry, translation and of organization. My principle objective is to examine and analyse certain relationships between library users and library systems. I am principally concerned with the communication function of the library, for really that is what libraries are all about. Libraries are not intended merely to store items, a function only incidental to my meaning of the library. The real function of libraries is to communicate in order to come as close as possible to satisfying what a patron or user wants or needs, and there may be a difference here, between "want" and "need," as I hope my paper will illustrate.

Consequently, I am principally concerned about the interface between user and system, and particularly with those phases with revolve around the process of negotiating the question. This act of negotiation usually takes one of two forms: first, to work through an intermediary, i.e. the reference librarian; or secondly, self-help, by which the user himself attempts, often unsuccessfully, to sharpen his question by interacting with the physical library and its contents. He uses the access systems that we have developed, the catalog, indexes, the abstracting systems, etc.

Reference librarians have developed, both consciously and unconsciously, rather sophisticated methods of interrogating users. These methods are difficult to describe. Indeed some believe they are indescribable. But I think the whole assumption of this Institute is that they are describable. Otherwise I don't think you would be here.

I think there are large categories that we can talk about or levels of information that we can attempt to communicate. We are dealing with a very subtle problem --

and Marc Belth hinted at that this morning, how one person tries to find out what another person wants to know, when the latter cannot describe his need precisely. In fact, if he could describe it precisely he wouldn't have to go to the reference librarian. On the other side of the coin in the self-help process, the user depends upon his own knowledge of the system, which is frequently incomplete. It appears that there are a large number of library users who for a variety of reasons, will not ask a librarian for assistance. They develop their own strategy, neither very sure of what it is they want nor fully congnizant of the alternatives open to them.

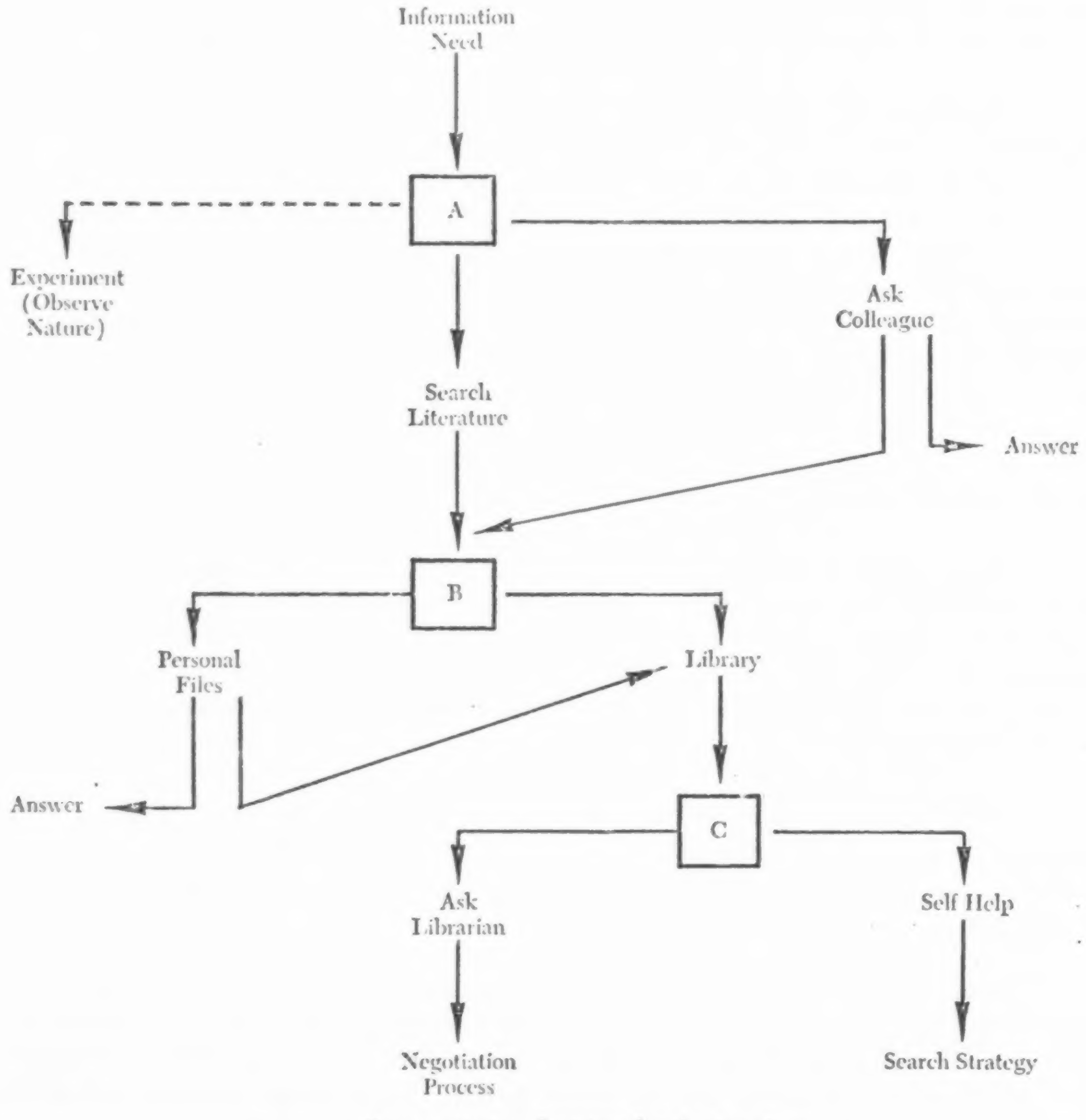
Both of these processes, i.e. the idea of the reference question negotiation and the process of self-help, have a good many things in common. There is, for example, the development of a strategy of search and frequently a change in the type of answer anticipated or acceptable.

But first I want to discuss the negotiation process as it seems to be practiced by reference librarians and information specialists. By the way I'm indebted to a number of professionals who subjected themselves to a 60-90 minute taped interview so that I could find out something about what they did when they worked with a user, or inquirer. The interviews were limited to special librarians and information specialists for several reasons.

By the way this may tend to bias some of my remarks because it was done primarily within a special library culture. Firts, I felt that special librarians and information specialists were primarily concerned with substantive questions. Second, their inquiries usually came from highly motivated and critical people who had an idea what they wanted as an answer to that question, the librarian had to understand and therefore negotiate the question. In contrast, public and academic librarians, because of the nature of their clientele and institutions, have educational responsibilities and staff restrictions which limit their response to inquiry. However I think as I continue you will see a large number of analogies to what you are doing in public and academic libraries. Without doubt, the negotiation of reference questions is one of the most complex acts of human communication. In this act, one person tries to describe for another not something he knows, but rather something he does not know.

It is worthwhile in the consideration of the process of negotiation to attempt to understand what a question is. Although reference librarians and other negotiators count what are called "questions", this is not really what I am concerned with. Let us attempt to reconstruct in general terms the negotiation process, that is, as it pertains to the interaction between an inquirer and librarian.

The user comes to the library as one of several possible alternatives for information to fill out "his picture of the world." And I think these alternatives themselves pose an important problem, one that we don't know very much about. Actually at some point the patron may decide that he has three choices: 1) to ask perhaps a colleague (this could be a school mate, the guy sitting next to him in a bar, his wife, husband, etc.); or, 2) he can go out, look and experiment or observe and draw conclusions from that experience; or, 3) he could go to some form of stored information.


Information Need
A
Experiment (Observe Nature)
Ask Colleague
Answer
Search Literature
B
Personal Files
Library
Answer
C
Ask Librarian
Self Help
Negotiation Process
Search Strategy

Prenegotiation decisions by the inquirer.

These are the only ways that anyone can get information to satisfy a particular requirement. He can search the literature, i.e. the third choice, which may be his library at home, an encyclopedia that he has at home, a dictionary, or whatever range of material that he may have on his need or in his school room. Whatever it may be, or wherever he can go, and this is another important choice, he can make a choice of going to the library. This is important and reflects many factors. I am sure public librarians particularly are aware of these: previous experience, environment (is this an accepted procedure in his activity?), and ease of access.

Studies of information-seeking behavior indicate, for example, that "ease of access" to an information system is more significant than the "amount or quality of information" retrievable. This may come as a shock to some, but it exists, and I think we are all aware of this. This is one of the reasons why we spent some time in the last 20 years in the design of public library branches, locating them in places where they would be easy to get to, where you don't have to go up steps, for example. This is part of the problem of ease of access. The development of bookmobiles and bookmobile use not only in rural areas but in the cities supports the same idea, ease of access.

Now once a person has decided to go to the library he has two choices to make: a) to ask a librarian, or b) to help himself. Most important in this decision is the inquirer's image of himself, of the personnel, their effectiveness, and his previous experience with this or with any other library and librarian.

All three of these decisions will have an influence, largely undetermined, on the negotiation process. I do not intend to get into this problem. They do exist, and they provide a background for negotiation.

Assuming that the inquirer has made these choices and has arrived at the desk of the reference librarian, he then begins to talk and specifies in some form what it is he hopes to find out. And it is at this point that negotiation begins. Before considering this process, it is necessary to discuss various levels of questions. In general we can describe four levels of information need and the configuration of question which represents each level.

First of all, what I call Q1, there is an unconscious need for information not existing in the remembered experience of the inquirer. By the way, for inquirer, translate school child, adult, scientific researcher, etc. This dissatisfaction may be only a vague sort of thing. It is probably inexpressible in linguistic terms. This need, and it really isn't a question yet, will change in form, quality, concreteness, and in criteria as information is added, as it is influenced by analogy, or as its importance grows with the investigation.

At the second level, Q2, there is a conscious and mental description of an ill-defined area of indecision. It will probably be an ambiguous and rambling statement. At this point the user may want to talk to someone else to sort of sharpen his focus. He presumably hopes that several things may happen in this process. He may get an answer, or he may get some understanding of the ambiguities by talking to someone else. He begins to sharpen his question.

At the third level, Q3, an inquirer can form a qualified and rational statement of his question. Here he is describing his area of doubt in concrete terms and he may or may not be thinking within the context or constraints of the system from which he wants information. By the way, he may view the librarian as part of the system at this level, rather than the colleague. As one interviewed librarian said: "For most people, I am the information system."

At the fourth level, Q4, the question has to be translated or recast in anticipation of what the files can deliver. The searcher, whether it be the librarian or the user himself, must think in terms of the organization of particular files and of the discrete packages available--books, reports, papers, drawings, tables, films, tapes, etc.

These four levels of question formation shade into one another obviously:

Q1 - the actual, but unexpressed need for information (the visceral need);
Q2 - the conscious, within-brain description of the need (the conscious need);
Q3 - the formal statement of the need (the formalized need);
Q4 - the question as presented to the information system (the compromised need).

Unless the inquirer knows the librarian well, he is inclined to pose his first question in postitive and well-defined terms, even to the point of saying "I want this book". If the librarian is accepted as a colleague, the negotiation process can start earlier and be much more fruitful. Every good librarian has known the person who comes and says "I want this book." When you begin to ask him why he wants it, you find out that that particular book really won't help him, he should have something else. The compromised question, that is, the Q4, is the librarian's business, the representation of the inquirer's need within the constraints of the system and its files. The skill of the reference librarian is to work with the inquirer back to the formalized need, Q3, even to the conscious need Q2, and then to translate these needs into a useful search strategy.

This is a directed and structured process, although there are of course many different styles and many levels of competence and knowledge, on the part of both librarian and user. There are certain obvious traits which will help the librarian: empathy, roleplaying, sense of analogy, subject knowledge, and knowledge of files, collection, and clientele.

The negotiation process is a form of communication. It is illuminating to contrast it with normal conversation, in which one person finds out in random fashion about another's interest. In such conversations, there are usually a variety of subjects alluded to in the stream of communicative acts between friends over a period of time. However, embedded in this conversation are elements of subjects of interest, which one person is communicating randomly to his friend. Communicative acts are numerous and usually random. Those which are relevant to any particular subject are much fewer in number and require close listening on the part of the friendly listner or librarian in order to identify them.

However, the librarian is faced with a problem of time. He has to serve many people. So he has to compress the conversation. His object is to get a high number of relevant communication events during a shorter time period. This requires both direction and structure on the part of the librarian.

There appear to be five filters through which a question passes, and from which the librarian selects significant data to aid him in his search or to help him help the user. It is the structure of these filters, which are modified by the specific inquiry, that provides this compression of subject and time. By the way, I don't look upon these five filters as mutually exclusive. They are merely convenient sorts of categories to aid our discussion. The first attempts to find out what ball park the user is in -- what is the subject, what is he talking about. And the information received at this level of negotiation is of course intertwined with the second one: the motivation and objective of the inquirer. However, the two filters are sufficiently different to have different functions and different styles. I consider them differently.

At the first pass, the primary purpose of the subject definition is to provide some general delineation of the area. Continued dialogue will define, expand, narrow, and qualify the inquiry. At some stage, depending on other relevant categories of information, it may be necessary to call a halt and allow the librarian to make a brief search in order to say "Is this what you want"; "Is this in the ball park?"

Now remember this is primarily based on a special librarian situation, where they can get fairly good feedback from their clientele. Now I wonder, and this is a question which I can't answer, even though I have worked at a college reference desks, I do not know how often, or how frequently the public or academic librarian gets useful feedback from the inquirer. When does he come back and say, "This does not satisfy me," or "This was wonderful," "this is just what I wanted." I think this failure of feedback is one of our very real problems for we get no evaluation of what we are doing.

The second filter or category, and probably the most critical and the most difficult: Why does the inquirer want this information? What is his objective? What is his motivation? This requires real sublety, but it usually has a high payoff in any sort of subject definition. It qualifies the subject, or may even alter the entire inquiry. It also offers an opportunity to ascertain the user's point of view and influences the size, shape, and form of posssible answers.

By the way I like a story that Mrs. Tilly Frank, the receptionist at the New York Public Library, tells. A woman asked where she could find Josephine's Love Letters to Napolean and Mrs. Frank directed her there. About 15 minutes later a man came in and asked the saem question. Mrs. Frank mentioned the coincidence to the man and he replied, "Oh well we're meeting where the book is."

Most of the librarians that I interviewed felt very strongly that this kind of question on motivation were critical to the success of any negotiation and consequent search. One of the librarians said, "Unless you are sure what the why is, you can never be sure what it is the person really wants, or what he is doing to do with the information. We can't help unless we understand his needs as well as he does."

It is an obvious truism to every librarian who works at a reference desk, that inquirers seldom ask at first for what they want. When they reach the point of confessing, "But this is really what I want to know . . .", the good librarian knows he is over a major hurdle.

Inquirers frequently cannot define what they want, in the terms of a subject, but they can tell why they want it. This leads them frequently to ask very specific questions, as if they were afraid to hold up their ignorance for everyone to see. Somehow a good librarian has got to be able to overcome this sense unless it is truly a private matter, in the sense of a financial, medical, or legal problem.

The third level, the personal background of the inquirer, has a certain necessity in the negotiation process, because it tells you some things about that person, and what he can take in the way of an answer. Has he been in the library before? What is his background? What relationship does his inquiry have to what he knows? How critical is he of what he will get? Answers to these types of questions have relevance to the total process. It may well determine the urgency, the strategy of the negotiation, the level of any dialogue, and the critical acceptance of search results. In short, it is the context, the environment for the negotiation process.

At the fourth level, the relationship of inquiry description to the file organization, I think we can say that a reference librarian is the intermediary, between the user and the system. As such, the negotiation process not only provides the librarian with a substantive description of the inquiry, but also supplies him with clues for devising his search strategy, or for telling the user what he can do. He becomes a translator. He translates this series of statements that he has gotten into some subject headings or specific books that will help the user.

In a sense if we view the negotiation process as a game of chess, as one librarian suggested, the librarian has a tremendous advantage. He is the only one who knows the rules of the game, because he knows the organization, the structure, the associations and all the peculiarities of his files. And by the way, the files I refer to are not only the catalog indexes and abstracts that we have. There are others such as a "who knows what" file, that we carry around in our mind, or the news item that we read yesterday, or the previous requests or recent items that you scanned or read, and the unstructured notes or pieces of paper napkin that you may keep in your desk drawer.

At the fifth level, or fifth filter, I am concerned with the picture the user has of what he will accept when he comes to a library. He has some idea of what he will get, a piece of data, or a picture, or a map, or some thing. It may be necessary that the negotiation process will change this picture of what the user will accept as an answer. One of the functions of the negotiation process is probably to change this picture of what the user expects. He changes this primarily in response to feedback. Feedback comes from the librarian, as the patron becomes aware of the capabilities of both the library and the librarian, and as he changes his question, for he does change his question in the negotiation process. The patron is forced in the negotiation process to place limits of time and size on what he is looking for. It may be just too big for him; or there may be no answer to that kind of question, as Marc Belth spoke this morning of someone who is doing work on the concept of "love." The user must understand that "love" has meant different things at different times.

Undoubtedly the subject field of the library and its clientele have a bearing on the type of answer expected, in ways we do not even know about yet. For example, in law, it appears that questions are very precise; in contrast, however, the answers are less precise. This is due to the nature of the kind of question we ask of law. We give a specific kind of case, but in searching we get back court rulings, specific ordinances, or a law all of which may or may not have specific relevance to that particular case.

One of the nagging problems in the delivery of answers or negotiating and deciding what to give or recommend to a reader is the question of evaluation, and the degree of evaluation. I think that in the area of counseling this may be one of your major problems. There are of course a variety of factors at work here: the librarian's own capability; the inquirer's attitude; and the available time.

Perhaps the most important obstacle to evaluation by the librarian is the sense of puritanism or objectivity on the part of librarians who believe, for ethical rather than economic reasons, that everyone should do his own work. Such an ethos is at odds with the sense of library service, with the requirements of human community for good information, and with growing complexity of libraries in a "data-rich civilization." I realize that this relates to a problem that we could argue forever, whether we should prejudge materials in giving them out. I do not want to get into that problem here.

I would like at this time to take a look at the self-help process. Libraries and other information systems have been developed primarily on what I call the command system, that is, that a person knows what he wants when he comes in the door. However, one may suspect that the rise of reference services and of readers advisory services over the past 40 to 50 years, and the care lavished upon indexing, cataloging, and classification systems, seems to indicate a feeling that the traditional "command" systems must have some form of feedback built into them.

There are of course many mechanisms by which classificationists, index designers, and other information system developers have attempted to develop strategies and alternatives. For the inquirer, however, these are frequently over-sophisticated, at least in the display forms in which they presently exist. The inquirer is only concerned with getting some sort of answer, not with system niceties. Nor is he interested in maintaining or keep up with a system in which only a very minor part has relevance for him. An analogy may be made to the myriads of directional signs on an urban freeway. It always seems that I want to go to that town which is not listed on any sign. This frequently happens to the user in the library. He wants to get to that place for which there is nothing in the system to tell him to get there. The signs seem to be designed for the benefit of the natives rather than strangers.

As a first pass at trying to understand this process of self-help and information seeking, I used some 20 undergraduate students I had in a couple of courses over a period of 2 years in the information sciences, at Lehigh University. I asked them to report on their decision processes, resulting from a self-generated information need and search. I had two purposes. First, from a pedagogical standpoint, it was intended to create an awareness in the students of themselves as information seekers: the decisions they make; the sources they use; the complexities and failures of the systems they encounter; and the ambiguities and failures of the question-asking process. Second, I had hoped that I could derive some gross generalizations from this process, notwithstanding the open-endedness of the project.

After considerable discussion, the students were asked to write a description of their search for specific information in any topic of interest to them at that time. I felt, by asking them to generate their own questions, that this was better than to give them artificial questions. First of all they could draw on their own experiences and interests; and secondly, they knew when they had an answer that satisfied them. They were allowed to use any sources they wished and to ask advice from anyone. They could call California if they felt they could get an answer there. They were instructed to conduct the search in whatever way seemed easiest and most efficient. I did ask them to use the library at some stage of their search.

I think there are a number of observations I can make and a few generalizations that I can extract from their reports.

1. All searchers used some human intermediaries, fellow students, instructors, chance acquaintances. At

least two people used passersby as they were going into the stacks of the library. They asked them for clues or guidance.

2. Students did not think in terms of an overall strategy, that is, to look upon the total bank of possible sources and to devise one or several approaches to this process. Within the library, however, all of them used certain library mechanisms of a strategic nature. They used the classification system, for example, as a means of searching. Let me quote just one student. He is describing himself at the catalog, "None of the books indicated look promising. However they all have the same catalog number. (He gives the number) I'll look in the stacks at that number and see if any of the books are promising." They used the Subject Catalog, the library had a divided catalog. They used the Subject Catalog beyond the original subjects for phrases or sub-headings.
3. Most of the inquiries, and they were rather sophisticated questions, could not be answered by any single book or paper. They were quite specific questions that they wanted answers to.
4. The searchers generally made good use of the tables of contents and indexes of single books. When they didn't, they made poor judgments as to the usefulness of particular chapters to their inquiry.
5. They found, as we all know, that answers do not come in neat little packages in response to a specific question. One, for example, had to put his answer together from seven different catagories or sources. But this is what he wanted to do. He came up with an answer that satisfied him, but he got it from seven different places.
6. When available sources didn't provide enough information for an answer acceptable to them, they changed their question. They made it more general. Or they took a different approach to it.
7. For the type of questions posed, there is a great deal of noise in library catalogs, particularly in the subject section. This may be a function of academic libraries, whose collections are based on quantity rather than quality.

The results seem to support the belief that the inquirer's interaction with a library has certain similarities to the negotiation process. They were negotiating a question with a formalized structure rather than through a person, the reference librarian. If this observation has validity, it means that libraries are very frustrating to use and that library systems need considerably more experimental work to enhance this interface between user and library.

In summary, I wish to make a few general statements. I have tried to show in this process that the negotiation in its best form is structured and can be analyzed. I think that a person who works with users from a reference desk can think of it in terms of these various filters. The filters, by the way, are neither absolute nor fixed, they merely provide a first pass at structuring a process.

I think this approach to the negotiation process suggests ways by which library schools could re-examine course content in reference work. Is it possible, for example, to orient these courses more toward the dynamism of communication, that is, negotiation, or counselling rather than concentrating solely on the static content of reference collections and classification systems? The former has been slighted, if considered at all, in the emphasis on the latter, the static approach. A newer approach should give, for example, more attention to the social dynamics of definable parts of the population of library users, both actual and potential. This approach is already included in the training of children's librarians. It implies study of the pattern of publishing, formal and informal communication, the sociology of that particular group of people, perhaps of the psychology of learning, of the dissemination patterns of information or books in the field, and of professional education, at whatever level of society we wish to talk about, from the so-called culturally deprived to the scientifically sophisticated.

It is obvious that librarians are unable, physically, to handle the present demands on their services, let alone potential user demand. It is equally obvious that, as communication channels, libraries are frustrating and complex systems to use. It may be that a different type of education for librarians might make them more efficient in serving their various publics, that is, they could help more people. This would by no means be sufficient to do away with the self-help process, the idea of a person helping himself in a catalog, or from whatever means of access he had.

Do we then want to duplicate reference negotiation? Duplication of such a complex process is obviously impossible now. In spite of the glittering but distant potential of such things as artificial intelligence, problem solving, and question-answering systems, the nature of print and other media may in fact require different approaches than those of human negotiation. I think there are several elements of the negotiation process which do have implication here. Certainly the substantive definition is one of these processes, and the area of the information sciences has been concerned with better systems in this area for some time.

A second element or negotiation filter which might be useful here is the inquirer's description of what it is he anticipates. What kind of bit of information or block does he expect to get out? Can he describe it as data, or as historical, or a graph or chart. These are possible ways that he might be helped, through which the system may help him. I think that the important thing is that the user must be presented with choices, which match his type of anticipated answer with the forms available in the system.

It is worth noting that the form divisions in the Dewey Classification anticipated this kind of approach. I rather doubt whether Melvil Dewey thought in these terms, but they do have relevance here. There are divisions for handbooks, which is data. There are divisions for periodicals, which are current literature. There are divisions for dictionary, etc.

The third relevent filter is the process of translating from the inquirer's terminology to system terminology. The information sciences are particularly concerned with this process of translating synonyms and ambiguity. This filter provides a scale of search and gives the user some way of interacting personally with the system.

The remaining two elements, i.e. motivation and personal background, probably cannot be built into the self-help process. All present systems have forms and elements intended to aid the user: "see also" and "see references"; broader term, related terms and narrower terms; form division in classification; generic relationships in classification. All of these are systems which are intended to help the user. However, I feel that these are terribly sophisticated and much too intricate, and, in fact, the more intricate they get, the more the inquirer seems to have to turn to the librarian or middleman for help.

As I implied earlier, these are librarians' tools, and really seem to have little relevance, in that form for the inquirer. The system that is best able to display itself in a useful and functional way for the inquirer will be the most effective. Like information itself, the system that provides ease of access, specifically physical convenience, will be more effective than those concerned with only the quality of the scheme of subject organization. Video, film, microform, and computer systems offer a tremendous array of possibilities hardly touched for inter-active systems. Even at the elementary level of description of collection and its physical arrangement, very little has been done to direct the user to areas of concern to him.

If nothing else I hope this first pass in describing the process of negotiation may induce librarians to become aware of their role in this process. That is one of the reasons why you are here. The advent of the MARC project, commercial processing, cooperative processing, and the gradual disappearance of local cataloging operations will have a profound influence on operating libraries. It will become increasingly important for librarians to become interpreters and guides developing both negotiation skills and physical displays for users at all levels of sophistication.

If libraries, at any level of service, are going to grow and evolve (and indeed exist) as integral parts of our urban culture, then librarians will have to learn to know themselves. We must know ourselves both as local and rather special institutions and also as parts of very large, very dynamic, and very complex information and communications networks, which operate on both a formal and an informal level.

It may be, as someone has said of formal education, that the storage media which libraries handle are noise in the system. A student once said to me that, "Professors are alright as long as they don't get in the way of my education." Real education and real communication may take place outside of or at least on the periphery of libraries and formal education. Indeed it may be that the reference interview, or the counselling process, this negotiation of questions, is the only process in libraries that is not noise. For, through negotiation a user presumably resolves his problem, begins to understand what he means, and begins to adjust his question to both systems and substantive noise in the store of recorded knowledge called the library; and this I call education.

GUIDANCE IN VIEWING AND LISTENING

David Crossman

I like to talk to Institutes before they get too well organized and the participants become hostile to the speakers. It's early in the game so you probably have not had a chance to get together yet. I understand that you are only in your third day so I am probably safe and subsequent speakers may be safe for another 48 to 72 hours. But beyond that, I expect you will band together and it will be rather difficult as the Institute proceeds for the presenters to keep on their toes.

I have done the Institute circuit for a number of years. In the last four or five years, they have all been great fun for me both as a participant and as a presenter. I am sure that within the three weeks you have here you will be developing friendships and exchanging your ideas with the presenters. This kind of cross fertilization is always a very profitable experience, I have found.

Normally, when I get such a nice introduction, and am identified as an assistant director for instructional and research services in a university library system, there is sort of a puzzled silence and a very polite nodding of heads and wondering what that might be all about. I thought it might be useful for you to become acquainted with the way that we operate here at Pitt for perhaps a minute or so, so that you can see the kind of problems to which we bring the new technology in terms of library service.

We have just undergone a rather substantial kind of change in the University library system here at Pitt in terms of administration. From your own institutions, I am sure that most of you are well aware of the sometimes difficult dichotomy between public services and technical services. For those of you responsible for, or working with large library systems, either public or special or university, the difficulties between branch libraries and the main libraries or departmental libraries and the main library are sometimes troublesome.

However, within the past few years, the difficulties between print and the nonprint worlds have become a matter of some concern to many of us. At Pitt, up until July 1, just a week ago, we were organized around an administrative pattern which provided for an assistant director for public services which we have since renamed information services which includes reference and readers services, lending services, circulation, and so on. As for our technical services, we had an assistant director there and myself for an area we call instructional and resource services.

We feel that at Pitt we are building a new kind of university library system. We are not stopping at what is frequently the traditional pattern of librarianship which locates a piece of information and delivers it to a patron. But rather at Pitt, we are extending our services into the classroom to the extent that we are hiring people with psychological backgrounds, people with instructional design backgrounds, and people with educational communication backgrounds who can sit down with our faculty and design courses utilizing the new media, in particular, and the resources of the university library systems in general.

I know that many of you are familiar with the library college notion and this is very similar to this kind of idea. So that, in short, we are set up not only to provide resources within our own real estate, but we are in a position now to sit down with our faculty to design instructional programs for them to use in their classrooms and to manufacture instructional resources as needed for our faculty and for our student body for classroom purposes and for independent study purposes as well. I think this may just give you some notion of the kind of organization that we are now in the process of bringing to the Pitt library. Possibly during your stay here, if you are interested in the way we have established this, we will be more than delighted to show you what we are doing and be as helpful as we can to you in this particular area. To the best of my knowledge, it is almost unique at the university level and certainly is unique in a university the size of the University of Pittsburgh. Whether we will be successful in the venture is anybody's guess.

As you well know the traditional audiovisual services on many major campuses are completely separate from the university library services. We have combined them here in what we think meets an intelligent rationale. Instructional resources have their place in the tradition of the university library system. We are at a point now where we think of ourselves as being media blind. We are not concerned with media itself. We are concerned with the handling of information, and if it happens to be available in a nonprint form, we have personnel that are just as capable of handling it in that form as in any other.

So this brings us to a consideration of listening and viewing skills. When Dr. Penland approached me in the late winter and sent me his very elaborate rationale for the Institute that had finally been funded and which you all represent, I got to thinking to myself. If I did come, what would a nice young media specialist like me be doing among a group of people interested in adult readers advisory services. I think I have come to grips with that question and I hope it will be useful to you.

It strikes me that one of the most important dimensions of our responsibility now as librarians is to extend ourselves into the new areas and to provide ourselves with the background that permits us to be well equipped, able and willing, ready and knowledgeable in the world of nonprint resources so that we can provide them to our constituency.

I would like to share with you some ideas that I have about viewing and listening skills and to give you a rantionale for the kind of importance that I attach to these kinds of skills on our part as librarians and also to the importance of these kinds of skills in any type of library system, be it public, private, special, or whatever. I think that viewing and listening skills are just as important in a research library as they are in a collection in a single elementary building in any good school district.

In 1961, I was in Cincinnati in April at an audiovisual meeting attending a research seminar, one of these terribly, terribly boring ordeals with papers being read, and semantic differentials being identified, and levels of significance, and so on. As the afternoon of dissertation type papers went on, we found ourselves flagellating ourselves with information of questionable utility.

All at once, a man stepped to the rear of the room and began asking some very embarrassing questions of the presenters. As he became more and more intense, and more and more garrulous, an interesting and dynamic thing happened. Within a matter of fifteen to twenty minutes the emphasis shifted 180° from the platform to the rear of this room which held about 100 people. He spoke with a resonant and authoritative voice and asked searching questions. He began to talk about the notion of the importance of the media and the importance of media above the importance of the message itself.

I identified a Canadian accent. You know they say "aboot" instead of about and that tipped me off. I had read just a little bit about him. I don't think there were three people in the room who knew who he was. That was before anybody really knew who he was. He so managed to antagonize this group that within an hour it broke up.

People left one by one, trying to overcome a desire to fight. He was obviously a madman. He had projected himself upon this group and I was intrigued. I just happened to be sitting next to him and he had changed what was a terribly dreary afternoon into an exciting one.

And there the two of us sat. As we began to chat, he began talking about the most outrageous nonsense I have ever heard in my life. He was talking about television, saying that television is a kind of image that one has to bring one's experience to, because television is a low definition image. He contrasted it with the motion picture which, he said, was a high definition image. He said there was very little hope in utilizing the motion picture for any really creative dramatic purpose.

The motion picture just was not that kind of medium, the definition was far too great. Its sound was perfect. The picture is highly resolved. There is nothing left to the imagination. But the televison set with the interlacing 525 lines flickering across your retina is a low definition image. This was an area where the imagination could be used, and this was a creative tool for the contemporary educator.

Well, Marshall McLuhan you know. It was my first introduction to this very interesting person. I didn't really know him. I had read a little piece he did for the National Association of Educational Broadcasters in 1960 called Understanding Media. I suspect that some of you may have already become acquainted with some of the things he has written. I have often thought that if one can provide enough nonsense so as to confuse the intellectual community, then one is bound to be believed. I am being only partially facetious really.

There are some ideas of Dr. McLuhan that I still just cannot abide. Much of it I think he just provides for the dramatic effect. In fact, in 1964, on WNDT in New York City, the educational channel in New York, I think he gave himself away completely. He said, "The trouble with most of you is that you take me seriously." Furthermore he said, "The material that I write is so complex, I really do not understand it myself."

But in another sense he has made great sense. He has provoked an interest. He has stimulated concern about the kind of world we live in, and in the way information is translated into useful media for contemporary Americans and for the world at large. He has talked about the hot and cool image, not the hot and cold image, just the hot and cool image.

But yet there it is, Understanding Media. Perhaps it has provided less understanding of media than almost any subject yet ever provided. But he has stimulated a concern for the world of nonprint resources. This is the area of concern that I would like to bring to you this morning.

I think the name of your Institute is a bit old-fashioned. Reader advisory services suggests to me only one dimension of our past. I would not like to think that the University library here at Pitt in its information services department was limited to reader advisory services. True, it is an important, very important part of our responsibility. Traditionally it is an area of our concern which has occupied virtually all of our time. But it seems to me today, in 1969, we need to be concerned with some other things as well.

Two years ago, in the grand ballroom of the newly created State University of New York at Albany, the "Circle in the Square" Resident Theatre Company of Greenwich Village in New York performed. It was a prefabricated spontaneous happening which was one of more interesting performances I have seen in the past couple of years. They brought John Cage in the flesh and on tape. They also brought Merce Cunningham and his dance company. They brought an assortment of kinetic artists and sculptors, two or three film makers, and various and sundry artsy craftsy types to make the evening complete. We were ushered, all thousand of us, in towards this spontaneous prerecorded happening, into the grand ballroom of the State University of New York at Albany.

It was not too meaningful, I think, but it did reflect to me the kind of thing we are up against. Two overhead projectors were lashed together back to back. Utilizing an opaque carbon paper and stylus, two artists stood at each side and began to draw each an image that was projected 22 feet wide on each side of the ballroom. Seventeen carousel projectors were projected onto the ceiling with various types of kinetic images.

John Cage's music blared in the background. Two kinetic motion pictures and one nude motion picture were going, on three separate screens in the foreground, while one of their company, allegedly a kinetic sculptor, was working with what I took to be a rather longish venetian blind attached to a string from the ceiling of the ballroom. He proceeded to bend the venetian blind and let it go in some kind of artistic ecstasy. Such was the "Circle in the Square," and this was represented as serious work. John Cage, after all, is one of the most respected and one of the most serious and best known American electronic music composers.

About the same time, I found myself in New York. Adelai Stevenson's son had just opened up an interesting place in an old theater in New York on 52nd Street and Broadway called Cheetah. I suspect some of you may have read about it in some of the "little papers."

Cheetah is an interesting place. No liquor is sold there at all. One finds it difficult to explain the kind of spontaneity that emerges and combines with a kind of emotional response and reaction of the audience. By the use of stroboscopic light, the sound level at one hundred to two hundred decibels, I was unable to say which, except that it was obvious to me at 35 years of age that it was beyond the threshold of pain. I was obviously the oldest person there, by some 10 years I would suspect, but to me it represented an unbelievable experience in sight and sound.

This was an experience of such unusual proportion to me that I relay it to you for the kind of effect it had on me. I was swept into an experience of sight and sound that I have never had before. I won't say since, because I've been to several places similar to it since then. It represents the kind of articulation, the kind of understanding, the kind of behavior, the kind of sensory perception that students today are responding to all over the world.

I was out on Guam two years ago working for the NEA. One of the members of the school board there, a very respectable captain was the inspector general for the naval installation on Guam. One of his daughters lived with the family on Nimitz Hill. In 1964, they were thrown out of their home so that Dean Rusk would have a place to stay when Johnson visited the West Pacific.

But here 6000 miles from California out on a dot in the middle of the Pacific was a young hippie daughter of one of the members of the admiral's staff on Guam. The mother had told the youngster that she could rearrange her room any way that she wanted to. She had brought in an electric guitar. She had painted hot colors on all six sides of her room and put down bear skin rugs. There she entertained her friends.

This then is not a national problem or a national phenomena; this is international. We get reports from all over the world. One gets the same sort of impression, I submit, by going to Lincoln Center. Last Saturday evening the Walter Damrosh Bandshell opened for the first time, and again we had the same kind of esthetic experience, the same kind of effect we experience that would be utterly impossible for me to relate to you. I got it secondhand, of course, on television on channel 13. But I found myself with exactly the same kind of impression that I got in 1962 when Philharmonic Hall was dedicated.

Three years ago, when the Metropolitan Opera House was opened for the first time, I found myself with my wife, attending one of the worst operas I have ever heard. But it really didn't matter, the experience was there in the excitement of the place; the visual experiences were so overwhelming that they defy description. Our language really is so poverty-stricken that it is impossible for me to adequately describe to you the experience we had among the fountains, among the colors, among the lights and music. Jack Bogut here, on the local level on KDKA in Pittsburgh, described this experience as an "audio-aspirin."

What is the nature then of this viewing experience? I submit that critical viewing can be educationl. You have probably all seen this. (Shows diagram on chalkboard.) Psychology professors have used it for 30 years or more. And I won't bore you with it, but the first person I would ask to identify "Paris in the the Spring" would read it as "Paris in the Spring." Five percent of you would read it as "Paris in the Spring." But you know, really we do not see what we look at. We do not look carefully. We just look.

Part of my thesis this morning is that we can train students to be critical in their viewing, to develop memory and cognitive patterns. Also, I think we can do a great deal in stumulating the affective domain of viewing and listening experiences. I say that, generally speaking, actually nothing substitutes for the experience itself. This is one of the basic philosophies of education that I bring to my work. I do not ask you to agree with it, but I just submit it for a point of reference as we talk here this morning.

A good many people in the world of media today believe that Edgar Dale is getting on and much that he had to say in the early fifties has been superseded now. But you have all been exposed I'm sure to his "Cone of Experience." We really think it is pretty trite now. But at the very basis of that experience, he talks about the "concrete meaningful experience." Up at the top he talks about the abstract symbolism of mathematics. But it is this concrete experience that we try to develop as well as go about the business of education.

Really this is the business that we librarians are in. To a great extent it seems to me that this interest in the value of independent studies and individualized instruction has a great deal to do with developing hypothetical situations in which this real experience can be contrived. I am just about three-quarters of the way through a very interesting book that attempts to describe these experiences. I think it is rather successful but again in the poverty of our language it does not even come close, I am sure, to the kind of sensory feeling that he attempts to express. The man's name is Colin Fletcher. He describes himself a "pathological walker." I am sure some of you have already had a chance to read it. It is called the The Man Who Walked Through the Time.

Fletcher approached the Grand Canyon in 1964 and said in the preface of his book that although he had been fascinated with the idea of the Grand Canyon for years, and had read David Brower's magnificent exhibit format book, one he had done for the Sierra Club, had read of the century-old adventures of John Wesley Powell, the one-armed civil war major who was responsible for the first successful navigation of the Colorado, he said that absolutely nothing had prepared him for the magnificence of the Grand Canyon. He goes on to say that he was utterly without words to describe the experience.

As he sat on the south rim in the morning he said, "it really didn't occur to me until afternoon that one of the great trips left in this world would be a walk from east to west through the entire canyon itself." He undertook to do this, and successfully did it in 1965. His description of his coming to be one with the nature, with the ecology of the Grand Canyon and in seeing himself as a part of it, is an utterly incredible piece of writing. He attempts to describe the silence of the Grand Canyon. He does it in a way that I can imagine what he must have felt. But I am sure that the feeling itself is just so overwhelming that it defies verbal description.

So what I am saying here is that the essence of the listening experience and the essence of the viewing experience are very important to us as educators and as handlers of information because we just cannot manage this kind of information in verbal form. We approximate it. We come close. We construct it and we reconstruct it. We put it on our shelves, but we cannot substitute anything at all for it nearly as well as we can with some of the newer media.

You know that you can talk about it of course, but the action is in listening to the music and having the experience yourself. For that reason, over in Hillman, we have put in twelve turntables with fine earphones having noise reduction cushions on them, and with good quality equipment. You can sit down and hear the music or listen to the speech, and not read about it as a secondary kind of experience. We are providing you with the actual experience there as closely as we can approximate it in a library environment.

A number of people have talked about a lanuguage of film. Sawyer Falk, with whom I studied, talked about his experience with D. W. Griffith. The story was sheer delight. There was no structure to it whatsoever. It was a series of anecdotes that went on for the better part of 15 weeks. He knew D. W. Griffith. He worked with him, and he knew all of the early greats of the motion picture theater. He knew everyone at the Museum of Modern Art. He knew the film curators that had been there for the past twenty-five years. He was able, on a firsthand basis, to tell how these things were created, and the kinds of ideas that went into them.

Now one of the most interesting dichotomies which he stressed and one which I would like you to think about a little bit is the essential difference between the narrative film and the nonnarrative film. There is a book by Bluestone called Novel into Film. I submit further that one of the most dreary discussions you can get into with a colleague is how he read the book, and how he did not like the movie. I think this kind of conversation, this attempt to relate one medium to the other is one of the most foolish, wasteful and time consuming endeavors that you could possibly involve yourself in.

The two are essentially different. And to expect one to be identical to the other is one of the most outrageous kinds of foolishness. It was this kind of early film that was done in France which we call "cinema verite." Here we simply set up a motion picture camera, point it at the stage and call it film. It is not a motion picture at all. Of course it is film, but it is just a recording like a newsreel. It is this distinction which Falk made that I would like to make with you between the narrative and the nonnarrative film.

The narrative film is a linguistic kind of approach to a visual experience. It has a beginning, it has a middle and an end. We use the straight cut as an indication of a new sentence. We use the lap-dissolve to suggest distinctions between paragraphs. We use the fade-out and slow fade-in as a sort of indication of chapters. We have subjects; we have predicates. We have reconstructed in a completely foreign medium the way we tell stories on the printed page. The problem for the better part of 30 years or so has been how to break out of this. The marvelous German Leni Riesenstahl who did the fantastic recording of the 1932 Olympic games from which has been extracted the Olympic diving sequence which is, to my eyes, one of the most interesting pieces of innovative cinema that is available to use, at least at that stage of the game.

She got underneath the diving board and photographed the divers as they came over. As the cuts became shorter and shorter, the divers appeared as if they were going out into space. She manipulated camera and angle and perspective in such a way that we have a completely different nonnarrative situation -- a new kind of viewing experience. This is the kind of experience that I am talking about in this particular medium.

This week's Saturday Review arrived at my home yesterday afternoon. One of the truly great film makers, I think, is on the cover -- Frederico Fellini. Six years ago, he did a film that was widely circulated in the United States called Juliet of the Spirits. A more obscure, more difficult film to understand I have never seen, and yet it was an engaging and utterly fascinating experience. He said that he now is doing the Satyricon of Petronius' Arbiter. He does not know if it is going to get into the United States or not.

But he is having a marvelous time doing this, and he is doing it as only Fellini can. He points out that this was written by Hollis Alpert who was granted an audience with Fellini. He said that it would be totally impossible to know what life was really like in ancient Roman times. Petronius' work represents only ten percent of the original Fellini who emphasized that the book served as a pretext to make believe fantasy.

It is almost science fiction. He maintains that what he was taught at school during the Fascist period was stupid and boring. "Archaeology adds to the theatrical aspects of the past and may add a phony dimension to the movies. These are huge vulgarizations that further destroy our chances to conceive the past. I had to clear my mind of all of this in order to reinvent freely and verbally the phantom of two thousand years ago. But with such cheap money it is really very difficult," he says.

He has the reputation of being the greatest liar on the Italian peninsula at the moment. But can you imagine Juliet of the Spirits, or Eight and a Half, or La Dolce Vita being told as a narrative experience with Fellini's imagination? With his creativity, his use of the film as film and not as literature, it becomes almost an unthinkable kind of thing.

Well, maybe some of these notions that I have suggested here can show you at least my own perspective of the screen. I think we deal with a certain number of rather distinctive kinds of phenomena when we talk about visual experiences. I do not know whether these will suggest to you with the same degree of accuracy the kind of thing that is natural to this sort of notion, but let us try it anyway.

We talk about shape. We talk about color. We talk about texture. We talk about design. We talk about place. We talk about scale. You all have seen pictures of the Matterhorn. But when you look at it up close, it is a rather different kind of thing altogether. At a certain time of the day it is black. At dawn, it is bright red, and it absolutely changes its character. One is at a total loss to really describe this. We talk about purpose and reality. For example take the lunar module in scale design. It is pretty accurate, but not nearly as accurate as reality, the situation itself. And yet I submit to you that the scale model is more meaningful to you than any description that we could provide.

We talk about questions of time and notion. We have notions about status and place. We may think we see a picture of an impoverished youngster somewhere in an underdeveloped nation of the world. But it may not be so. She could as likely be a very happy, well-fed child on the Island of Guam who lives in Merizo, one of most interesting communities in that West Pacific culture. A picture taken of it from some particular angle could have the appearance of a poverty-stricken area.

The notion of the visual experience I submit to you is essentially nonverbal, but not entirely a nonverbal experience, because we get a kind of construct as well. Well, we just do not have language really that deals with these kinds of experiences. But I think these experiences are terribly important parts of the responsibility that we have as professional information handlers to our constituents at whatever level they happen to be.

Can you imagine trying to stand in front of a man and attempt to tell him how to tie his necktie, or to stand in front of a child and try to describe to him how to tie his shoelaces. One of the most interesting bits of television theater in the past four years was the night on the Johnny Carson show where two or three women on the show tried to illustrate this point. They were asked to instruct Carson how to tie his tie, using verbal symbols alone to do this.

Have you ever thought of a system of notation that might be used to choreograph a ballet? About three years ago, connected with the Lincoln Center school program, I was privileged to witness a demonstration by Edward Vilella of the New York Ballet of some of the things they are doing with public school children. Vilella dressed in a business suit much like I am this morning, appeared on stage and began describing the kind of technique that he taught to a high school in the Bedford-Stuyvesant area of Brooklyn. Row after row after row of leather jacketed, defiant young men absolutely challenged Vilella to provide them with the slightest kind of understanding about the nature of contemporary ballet.

One just reels at the thought. But Vilella began. He described it to us by saying that in some parts of the nation ballet dancers are thought to be a bit feminine. He said as he began choreographing a piece of work, "I wonder what I should do with my hands. Really, this won't do at all. This is too masculine, so it's got to be something like this." So he pointed out to us that it requires considerable physical stamina. You have to be in reasonably good shape. He gave us an illustration. He stepped away from the microphone and then from an absolutely motionless position he did a series of cartwheels all across the stage. This he did for us in his business suit without even losing or stopping his train of thought. It is impossible to describe the kind of rustling that went through this group of pseudo-hoodlums. Here surely was a different kind of approach to the subject of ballet dancing. Perhaps you saw Life magazine a month or so ago in which a portrait of Vilella in his leotards was suggested as the greatest athlete in the world today. Very likely, in my judgement. How does Balanchine choreograph a ballet when there is no system of sophisticated ballet notation? On stage he took Patricia McBride and put her in front of him to illustrate the very slow and very careful way in which ballet is put together. She acted out a nonverbal kind of communication of the most sophisticated type. We just do not have words to describe what it is we do in choreographing ballet.

A few years ago, a friend of mine in Albany came back from a Fulbright in Seville where he had been writing his dissertation. His field is Spanish, and I did not really have any notion of what he was doing until he got back. He came back with the most interesting set of films I have ever seen. He was concerned with the type of gesture that the Castillian Spaniard brings to Castillian Spanish which is an absolutely important part of his speech pattern. The language is not understandable without the gestures that go with it or at least not completely understandable. So this is another kind of nonverbal communication.

I will spend a few moments on the listening skills because I think these are just as important and just as sophisticated, perhaps even more complicated. One can listen but not hear in the same way that one can look and not see. I think auditory comprehension is just as important as verbal comprehension and really far far more difficult to teach if indeed we can teach it at all.

Calvin Pryluck who is a research associate at the Annenberg School of Communications in Philadelphia and a former film associate of Purdue University suggests that we encode those dimensions of the visual and acoustic world in order to understand our own private way and thus develop understanding in this way. Herman Ludwig Ferdinand Helmholz, the distinguished 19th century man for all seasons, acoustician, biologist, anthropologist and doctor of medicine, developed some very interesting, but now very primitive and naive theoretical concepts about the nature of sound.

Pure sound has fewer overtones as for example the flute in contrast to the violin. You might also include such criteria as objectivity and distance from our experience. You might think of it in comparison to other experiences or as a pleasing sensation closely related to our personal value system. And so should education be something to enjoy and be of value to us.

Governor Rockefeller as you know is one of the really great art collectors of our time. He is a member of the board of trustees and a founding member of the Museum of Modern Art in New York. He owns one of the most fantastic art collections in New York. When he became Governor, he moved much of that collection to the Governor's Mansion in Albany not because he spends a lot of time there but because of so much wall space.

One of the treats of living in Albany occurs on New Year's Day when the Governor throws open his mansion to the public. You can just go through and have a "video-aspirin" at your will. The Governor has very liberal taste with respect to modern art. In addition to the Seurats and Picassos and so on, he has a lot of Andy Warhol and this kind of thing. My wife and I were on the balcony stairs going upstairs to the second floor where a tapestry of the Guernica has been reproduced. We were standing on the landing looking at a piece of sculpture made up entirely of a compressed mass of automobile bumpers and mufflers. We just stood there and were wondering what it was all about when two women of the Albany society walked past. One said to the other, "He's got to be kidding. This is not art." And the other said to the first one, "Now, why did he do that?"

Even with a little bit of respectability we tend to be very conscious of the critics as we make up our own minds. If I were to provide any kind of useful advice to you, please do not listen to what other people say. Make up your own mind.

So were Helmholz's ideas with respect to acoustics and sound. He really was the first truly great acoustician. He warned that the mathematical correlation between great music and its mathematically derived source was really the reason music itself is beautiful. In other words, middle A has 440 cycles which is double when we go to high A. Each time we jump an octave we double frequency. This is a mathematical derivative which accounts for the beauty of the sound. Now in the same way chord structure can be mathematically derived and predicted in terms of its harmonic and its level of acceptability to the human ear. Well, this lady has shot that argument full of holes, and I think most thinking persons today would do so as well. How does this account for 12 tone music and how would it account for nonwestern music? We just cannot account for these things. They become culturally derived and it really doesn't have an awful lot to do with the mathematics of music structure.

I am sure all of you have read music reviews in which the performance of the night before was described by the critic as being a painfully bad or exquisitely good reading of the score. We do not read music at all, except in the sense of taking a notation and reading it back. We play it. The experience of music is not in reading at all. It is in the listening to it. That is the distinction I really want to make. The electronic music movement has taken over the professional music world and now is entering the public music world as well. But in 1958 this was pretty esoteric stuff.

I ran a little radio station at Elmira College, a little 10 watt station. At that time, I was learning and was fortunate to be able to chat with a chap at Columbia University working with the nation's first electronic music unit synthesizer. There were two of them actually who with Leonard Bernstein had marvelous fun in developing this new form. Composers Recordings, Incorporated at that time had recorded Ussachevski's concerto for orchestra and tape recorder. We played that one night on the tape recorder. We played that one night on the station. A woman called us up and wanted to know what was wrong with the station. Obviously we must be having electronic difficulties. She hoped that it would soon be fixed, and then we could get on with the business of providing her with Mozart and Beethoven and things we normally provided.

On the Fourth of July, this last week, I took my wife and family and Dr. Stone who is the director of our library here, down the Point. Each year in Pittsburgh, we have a marvelous institution called the American Wind Symphony Orchestra. It utilizes no strings, uses a double woodwind section, and a double brass section. Mr. Boudreau who is the conductor of that orchestra is very much interested in promoting contemporary music in the United States and, in fact, arranges for the commissioning of work by contemporary composers. The night of the Fourth was a horrible evening if you recall, the rain and the lightening and everything. But it was a perfectly marvelous night for musique concrete, the electronic music of the age. He brought in Harold Schoenberg, music critic of the New York

Times. He also brought in several local critics.

He had devised a symposium which was an awfully clever idea. He played three pieces of music, and after each piece each of these critics came onto the stage and gave a one minute review of the music. The acoustics of the shell itself was such that when two of the critics stood back in the wings, they could not hear what each other was saying. So there was some critical integrity there, presumably. I don't think they lied to us. But anyway there were two composers there. Jose Serebrier who is a contemporary Uruguayan composer. His work entitled "Doce e Doce" was played, which means "twenty by twelve." The title would suggest the twelve tone scale, but that wasn't the case at all. It used the standeard eight tone scale. But it was a very interesting piece of work, I thought, but totally foreign to 99.999 percent of the audience. In addition to every hippie in Pittsburgh, there were 15,000 straight people down there too.

This I found to be an interesting piece of work. When Harold Schoenberg got up he said it was fantastic. "The dynamic range was interesting, but not very complex. They use one E flat and work with a fantastic dynamic range on that one note." The second critic got up and said it was terribly interesting but not very complicated, using one B flat for a marvelous dynamic range. Here were the two best known critics around unable to distinguish between two notes. This gave slightly less credence to the criticism itself.

They then did Allen Hovanne's Symphony Number Four in which a similar kind of criticism was injected. They wound up with a piece of electronic music by a contemporary Dutch composer, Henk Badings, in a work commissioned by Mr. Boudreau entitled, Pittsburgh Concerto, containing three movements, a Toccata for Four Percussion and Tape Music, a Nocturne for Flute and Tape, and symbols, and Signals for Percussion. The electronic music was supplied by loudspeaker to which the orchestra responded sympathetically.

This, I think, was lost on 90 percent of the group simply because of the standard set of musical symbols to which most of us are accustomed was a foreign set to that provided that evening. In terms of extended listening over many years, will we become accustomed to electronic music? I think this lady's point of view really summarizes the point I'd like to make here, if we go back to the listening experience. It is a process of acculturation to which we must be accustomed, and I think as professional information handlers we must be very liberal in the kind of point of view we bring to the listening experience.

Last April at the National Meeting of the Department of Audiovisual Instruction in Portland, I saw an extraordinary two minute film. Some of you may have heard the music from it. It is done by Bufy St. Marie. It is a most eloquent argument against the American Government for what they have done to the American Indian. The juxtaposition of this set of excruciating images of the plight of the American Indian together with a very traditional piece of music America which begins "My Country 'tis of Thee," and continues, "My Country 'tis of Thee, They are Killing my People."

It is very much like some of the pollution advertising that we see on TV now, of the young couple skipping along the beach, in sparkling water, and all of a sudden we have juxtaposed instantly the tin cans and the rubbish.

I feel that both the listening and the viewing skills that we bring to our jobs add a priceless dimension to the kind of librarianship we provide to our constituency. One is really no longer fully informed by reading The New York Times. There is a perfectly marvelous book that made a renaissance last year, published in the early 20's. My dad used to keep it in a plain brown wrapper, kind of back of the shelves, when I was a kid, but I found it rather early in the game. It is called The Wild Party. And for 1920 it was pretty risque stuff. But there is a line in it I just love. The story centers around some pretty shady characters and pretty licentious experiences. Queeny says near the end, "Books, books, My God you don't understand. We were far, far too busy living life first hand."

There are perhaps half a dozen or so libraries around the country who are beginning to cope with the actual practicality of the machines needed for listening and viewing. We talked about it in terms of film and in terms of music. I have talked fairly generally about the listening experience and the viewing experience. But how in fact can we bring these into our own institutions. We are going to deal with a hypothetical situation, and contrive musical and visual experiences which can provide some sort of substitute for the real experience itself.

Obviously at the elementary level, we have some standard tools available. But as we move away from the purely verbal experience, and the print experience, we are beginning to see patterns of this type emerge. In an elementary school library near Syracuse, New York, students have access to all media that can be provided in the library situation. Filmstrip previewers can be placed in a stack area in which kindergarteners through sixth graders are not only permitted but encouraged to browse. The kindergartener, the first grader and the second grader can have the previewer taken for him to a carrel where it is plugged in. The third through sixth grader children are permitted to use it themselves.

We are getting to a point where there are a great many packaged pieces of information. For example, the Encyclopedia Britannica film series entitled "Je Parle Francais" uses several hundred short 16mm film clips. Pattern drills on audio tapes are a portion of this as well, a teacher's text and a series of work books, all relating to a single coordinated whole.

The 16mm motion picture library of course is a part of many library collections now. We in Pittsburgh here are beginning to coordinate with the Pittsburgh Regional Library Center in developing a higher education film library among six or eight major institutions in Western Pennsylvania. This is a rather common pattern, I would guess, but one that we are going to be hearing more about as our videotape collections increase. We are going to have to become comfortable in handling videotape. When we talk about helical scan versus quadraplex tape we need to know these distinctions. When a faculty member or a member of your crystallography department comes to you and wants to have access to a quadraplex tape which he knows is available from Dow Chemical, or some other public library in a distant city, we must know whether we can handle quadraplex tape. These are the kinds of questions you must be prepared to answer. Audiotape we have to be able to handle as well.

One of the most interesting developments, I think is in the encapsulation of audiotape. The development here is the most interesting that we have seen in recent years. It is the tape cassette which replaces the reel to 7" tape. You can store ninety minutes of material on the cassette.

The technology is developed so as to store peripheral experiences and retain a very high level of comprehension. Lee Deighton, Chairman of the Macmillan Corporation, gave a speech a few years ago which was recorded at regular speeds and then was changed on the Eltro Electronic Rate Changer and the speed was increased by 33 percent. It takes one third less listening time than standard speech patterns. You are probably all familiar with this same phenomenon on your own tape recorders. But this experiment increased the speed without increasing the pitch.

The interesting thing about this is that we can speed up this material by about one third without affecting retention rates materially at all. In fact, with some practice with material of this kind, we can improve retention rate. So this is one bit of technology which I think is pretty important.

The cassette is not a $2,000 music reproduction system, but I am not suggesting it as a substitute for that kind of thing. I am saying that here for the first time we have been able to encapsulate, in a sensible way, in a workable format, a great deal of information. I can put 90 minutes of either speech or music or reasonably good quality in a cartridge about one third the size of a pack of cigarettes. The possibilities here are fantastic. We can duplicate these in a matter of 4 minutes. In fact, in the fall at the Pitt libraries, we are going to set up a system whereby we will be able to make up our audio library available in this format. Playback machines are now available in the $20 range. We plan to buy 200-300 of them to make them available at the service desk for students to have access at home to our audio collection.

Out at Oklahoma Christian College we have a series of reel to reel playback machines in a dial access system you have been hearing so much about. Students develop peculiar learning patterns with the telephone access dial tied to 200-300 separate programs at any given period of time.

At Ohio State University there are buildings where terminals are located which provide access to a central storage bank. You can think of this similar to your microfilm shelf but involving the use of audiotape, far more accessible than microfilm and all you have to do is dial into the system and you have got it there.

SECTION III

Page

Guidance and Counseling

Community Information Guidance Center 81
Donald Blocher

Guidance Information Coordination in Pittsburgh 93
Kate Kolish

Teaching by Interviewing 99
Donald Blocher

THE COMMUNITY INFORMATION GUIDANCE CENTER

Donald Blocher

I would like to talk today about a kind of scheme, or idea that I have had for a number of years, that has intrigued me. It is not too far out of the present world of reality. It is about the concept of the community guidance centers or a community resources center. Such a facility would make available to people all of the resources that exist in the given community, out of which they can build experiences which enhance their own growth in development as human beings. I'd also like to talk a little bit about growth and development in human beings. I'd like to talk about why in our present situation and over the next few years, I think this concept is likely to come closer to reality than we would have thought possible a few years ago. I would also like to look at some concepts about human behavior, particularly human motivation, that are very relevant to this kind of service concept.

Right now, as you know, I'm sure from reading magazines, watching television, etc. the favorite indoor sport of many people is trying to predict what the 1970's will be like. You hear all kinds of tags put on the fantastic 70's and all kinds of predictions of what our society will be like in the next decade. I'd like to remind you of some of these kinds of predictions to give you a frame of reference to examine what I am proposing.

First of all, in terms of sheer population, it is estimated that our population will reach around 250 million people, sometime in the late 70's. This, however, may be an estimate that will be revised downward. Some of the most recent population studies seem to indicate that the population growth will not be as fast as we had anticipated just a couple of years ago. Still we are going to have a lot of people on this continent and a considerable percentage of population growth in the next ten years.

Probably of even more impact than sheer population growth, is the fact that about eighty percent of our population will be urban. We will have great metropolitan areas extending, for example, from Bangor, Maine to Norfolk, Virginia. We will have a virtually unbroken metropolitan area from St. Louis to Minneapolis. We will have highly urbanized areas and perhaps four-fifths of our population will eventaully be urban, living in the metropolitan-urban communities. Obviously, this alone could well change the whole concept that we had of community and community services. You are familiar with projections about the impact of processes like automation, or what we now call cybernation, the combination of computer technology and automation technology. You are aware of the changing characteristics of work in our society, and the characteristics of our labor force and so forth.

Donald Michael has talked about four of these new technologies that he thinks will shape our society. I would like to mention some of them briefly and then elaborate on one of these, that is most relevant to my topic.

The first technology is systems analysis, which is very rapidly being employed in all kinds of ways. It received its first full scale development in the NASA program. That technology will put a man on the moon, just a few days from now, or will make the attempt to do so. I hope that the attempt is successful and accident free. This feat is an example of new approaches to the organization and management of human resources aimed at reaching a specific goal or purpose.

Systems analysis technology gives promise of accomplishing things which most of us a very short time ago would have viewed as completely impossible. The systems analysis approach literally is causing tremendous reassessment of what man can conceive of as within the range of possibility. We are moving out of the old horizons of human possibilities in fantastic and even frightening ways by combining the highly sophisticated systems analysis approaches to managing, planning, and utilizing human resources. Many of these approaches will be used in all kinds of other activities in the 70's and hopefully will be used in solving some of the kinds of social and human problems that confront our society.

The second technology that I have already mentioned is cybernation. We see in the contemporary literature many assessments of what the cybernation revolution is going to do to our economy. We have reached the point already where the actual manufacture or creation of economic goods is not a very significant problem in our society. We can produce material goods at almost fantastic rates, so rapidly that the problems of creating human needs to use these materials will be more significant than the problem of creating the goods themselves. This kind of affluence will create a totally different kind of psychology, a different view of life. It will also have a tremendous impact on the way in which we view the course of human development. It has already had a lot of impact.

A third technology, however, that most of us are not as aware of is also going to have tremendous impact on us. This is what can be called social engineering, or sometimes environmental design. We're going to have a sophisticated technology available to us in the next few years to design total human environments in ways that will have profound impact on the behavior of people living in those environments. One of the things that we have come to understand about human behavior in the past few years is the fact that a great deal of human behavior is the product of immediate environmental forces operating in the perceptual field or stimulus world of an individual. We are going to learn how to design and program these environments to produce predictable kinds of behavior in people.

If you read some of this literature it is almost frightening to grasp the kinds of impact and power that we'll have available in these environmental designs and social engineering technologies. It is in this area that all of you will be very much involved. The type of things that Dr. Crossman talked about this morning are very good examples of the kinds of information facilities that are available. The ability to make tremendous multimedia inputs into the human being in a controlled environment will be expanded more than any of us can realize. You will be very much a part of this, and it is this part and this aspect of the technology that I want to come back to and talk about in more detail.

The fourth technology is one that we haven't really come to grips with. It can be called biological engineering. We will have in the next ten years the ability to engineer human beings biologically in ways that we've not dreamed about. We will create both tremendous possibilities and tremendous problems. Already the field of organ transplants, for example, is beginning to show some of the horizons that lie in front of us. We literally will be able to create spare parts for ourselves. To use these with any degree of control is a problem that we have not even come close to solving. But we will also literally have the ability to alter in predictable ways our own genetic material. We will be able to change human characteristics in fantastic ways. How we will use this power, what we will do with it, is still another question. But undoubtedly we will have a technology within the next decade which will allow us to intervene significantly in terms of the basic genetic materials from which we develop.

These possibilities I think you can see are almost too enormous to grasp. The kinds of responsibilities that attend to them are frightening. Although we sabotaged our genetic structure with radioactivity in the last few years in ways that are quite irresponsible, we are continuing to do this chemically all the time. A lot of this occurs because we haven't accepted responsibility for control. These effects have resulted from by products of other processes. In any event, we will have a technology that will consciously intervene in the genetic structure of human beings. It will have tremendous effects. These then are four kinds of technologies which we will have to learn to harness, and live with, and to take responsibility for.

I'd like to look for a moment at the impact on human life of some of these. First of all, the impact on work. Last year, I happened to do a monograph for the National Vocational Guidance Association. I was trying to look at vocational guidance in the 1970's and to anticipate to some extent what the problems will be of vocational development in this kind or world. It became obvious very soon that our whole notion about work and work life, and consequently, education and educational life, will have to be revised markedly. The effects of this second industrial revolution of cybernation are not simple to assess. Many people simply say we will have mass unemployment. We will certainly have tremendous amounts of leisure time. Our problem perhaps will be learning how to keep busy.

It is of course not quite that simple. What seems to be the problem is that a small percentage of our labor force will be working harder and longer than ever before. People in what Robert Havighurst calls the "Ego Involving Occupations" will tend to work longer work weeks, be busier, have their life styles caught up more directly in their work life than ever before. For this group, I think we will see a kind of life style in which work and leisure become virtually inseparable. These people will not think in terms of a work-leisure dichotomy.

The manager-technocrat, for example, will have a telephone in his automobile. His office will always know how to contact him, whether he's in the Adirondocks or Bermuda. He will spend three or four evenings a week entertaining clients or associates. His wife will be very centrally involved in his work or career life. He will not really think in terms of work and leisure and will be spending, probably a greater percentage of his life in work related activity perhaps than men have ever done.

This individual will also cease to think about education as a life-stage. Education will be a continuous process that involves constant retraining and reeducation. Constant updating will be simply a part of his life style that is inescapable. The knowledge explosion itself, which you people are certainly very well acquainted with, will make it impossible for him to divorce education as a continuous process from his career style. He won't be thinking anymore of graduation from college or school as some kind of end point, the way most of us have done, but rather he will be moving, as you people are doing by your very presence here, into a situation where reeducation is simply part of the career style. It will come to be accepted and anticipated as part of the normal course of things.

How many people or what percentage of the population will fall in this class as members of the "Ego Involving Occupation" is one of the very intriguing and vital questions. I don't think we know at this time. All the projections seem to indicate that these people will remain a definite minority. We do know that the demands for such people will be almost insatiable in the kind of economic system we will have. We don't know how many such people we can equip for the kinds of demands that will be made on them.

This, I think, is one of the great unanswered questions in education. What percentage of the population can be equipped to operate successfully in these kinds of occupations. The answers that we've given in the past, that only a small percentage of the population can ever be equipped for these kinds of managerial professional technological roles, are not good guides. There are undoubtedly many more people in the population who can be equipped for these kinds of vocational roles then we have imagined. Whether or not we will actually provide the kinds of educational and environmental systems to produce them is another matter.

I don't think we are limited half so much by the potential or the talent that exists in the population as we are by our ability to envision the kind of environments that will develop and actualize this sort of talent. Unless we have some almost Utopian break throughs in the next few years, which is not impossible at all, it seems likely that we will have a majority fo the population who will not be in these kinds of roles but who will be in "Nonego Involving Occupation." These people probably will experience more leisure than we have ever anticipated, although to some extent the shock of this is a product or our own narrow perspectives. We read about unions negotiating contracts for twenty-five hour weeks, for example, or high seniority members of an organization having six or eight or even twelve weeks of vacation.

These are not rare or isolated kinds of instances. Now, as we read about them, we have some degree of surprise, and almost of disbelief, because we are reacting really to the first part of the industrial revolution. For the last 100 years, men have worked harder and longer than they did in the previous history of the human race. If you look at mediaeval society for instance, there were large numbers of holidays. Even though our mediaeval ancestors labored from dawn to dusk, in terms of total amount of working time, they didn't work as long as people worked the last 100 to 150 years since the industrial revolution began. We are reacting really to the period of history of the sweat shop, the twelve or fourteen hour, six day week rather than to any larger perspective about human work. We are also reacting from the Protestant ethic view of work and what it means in man's life.

The fact that we are reacting in this way does indicate that for us coming out of Western Society and Industrialized Society work has had a meaning that it never has had in other cultures or in other stages of man's development. Work for us has been a central organizing factor in life. Man's identity in Western Society has derived very heavily from his work life. If you look at many of the last names that we have, you will find that most of our family names were derived from this. If you ask somebody the question "Who are you?", you are likely to get an occupational or vocational response. This is the way people have identified themselves.

We are soon going to have some unknown but large percentage of the population who will increasingly find that their life styles, their ways of organizing their lives are related only in very tenuous ways to their work lives. In other words, work will not be a very central part of one's life style. Many people will simply have to find other ways to develop an identity and a satisfying total life style than through work.

Of course, this is happening right now. The amount of work in our society that is meaningful in some psychological sense, or rewarding in some psychological sense in itself has been shrinking for many years. The job satisfaction studies of most industrial workers show that in fact their job satisfaction, that is the ways in which their needs are met on the job, are minimal. Instead, we find that these workers are building satisfaction in other work-related activities, but not really from the actual occupation in which they are engaged. We find that the company bowling teams, softball teams and other kinds of social activities are those providing most satisfactions.

This kind of development will increase. When we do have an increase in the amount of leisure time activity that is not evenly distributed over the population, we find, very often that people who by virtue of their background are least able to handle large amounts of leisure time, have the most time available to them. Many of these people are having to find alternative ways to establish feelings of self-worth and personal identity as their career styles diminish in importance.

One of the things that will happen, is that serial careers become the norm. People will have several different careers. Rather than having a simple straight line career pattern they will change drastically the kind of work they do in a lifetime at least two or three times. This already is happening although the vocational psychologists seem to have closed their eyes to it. The books we read still imply that people really make vocational decisions on leaving high school that are firm lifelong decisions. It just isn't so, and it hasn't been so for a long period of time.

We are just awakening to that fact in considering the vocational development of women; we now recognize that the interrupted career pattern where marriage and family is sandwiched into a career style is already the norm for women. We have just begun to awaken to that fact and have tried to consider its implications in terms of the kinds of educational experiences that are desirable for women and will be increasingly desirable for many men. We will have to think in terms of storable skills and generalizable understandings that will equip people for a tremendous amount of flexibility during their work life.

We will have increasingly to think about the kinds of social and interpersonal skills that will be involved. We have just begun to look at the impact of large organizations on the work lives of people, and to find membership in a particular kind of organization is often a more important determinate of the behavior of the individual and the needs that he has, than are the activities he actually performs on the job. As we are all pushed together in an increasingly concentrated urbanized environment there will be an increasing premium on these kinds of social skills, the kinds of skills that lubricate this sort of society so that some of the abrasive effects of simply being with other people are minimized. Our society has not learned to cope with that well at all. Our educational systems have only begun to address themselves to the problems of educating people for this kind of human interaction, and this one is one tremendous problem area for us.

Another part of this process is the rising tide of expectations that people have in our society. Economic expectations are obviously on the rise. It seems that we have the capacity, if not the wisdom, to meet those expectations. The estimates that we have for the 70's are, for example, that the average real wage in spite the creeping inflation that we live with, may almost double during the decade. That is, the purchasing power of people may virtually double in this single decade. We are thinking now in terms of minimum guaranteed income levels for our population. We have the technological capacity to eliminate poverty. Whether we have the social engineering capacity to do so remains to be determined. We don't know what the impact of programs like these will have on our society, but we have the capacity to make this kind of change.

What we seemingly do not have the capacity to do is to meet the rising tide of psychological expectations of people. That is, more and more, our society is demanding a life style that is psychologically rich and meaningful, as well as materially rich. Much of the dropout phenomenon we are getting among college students and the young generally is a reaction that is really based on an increasing level of expectations about what life should bring to people. Literally we are creating a generation that is hungry for meaningful kinds of psychological experiences. As they scan the environment they are saying that life organized as it presently is, just does not provide this. I will have to drop out of this kind of structured life and find a life style that will provide meaning, they say.

We are hearing this, I think, in a variety of ways from people. Not only from the young, not only here, but all over the world there is a rising tide of expectations. We are going to have to reorganize ourselves and our resources to provide richer kinds of experiences. We can see this in a variety of forms, including the phenomona that are termed now as group dynamics. The sensitivity training and intimacy kinds of experiences that seem to be tremendously popular now are examples of this striving to find meaningful relationships with people that are not available in the normal environment. I think we'll see more of this kind of thing. Obviously the use of drugs represents a way of finding meaning outside of the framework of so-called normal experience.

Related to this, I think, is a revision in our whole concept of what human motivation is like. I think we are going to have to restructure the way we think about human motivation, to understand the needs that are now being voiced in our society. We will have to organize our society to provide for these needs. Our concepts of human motivation in the past have been based on the psychology of scarcity that man has lived with, virtually since the beginning of recorded history. The common model of human motivation that we have involves tension or need reduction. We have thought about motivated human activity largely as based on the desire to reduce tension or reduce needs, often basic physiological kinds of needs. Obviously reducing hunger, thirst, maintaining body temperature, acquiring food, shelter, clothing, and so forth, have always been basic human drives. They have activated most of the human race for as long as we have any evidence about what life has been like. For a considerable part of the population of the world those are still the basic motivaters that operate.

In an affluent society, however, the kind of society that we are in now and that we will be moving through in the next ten years, models of need reduction or tension reduction do not seem to be adequate kinds of models to understand a great deal of human motivation. Do people behave simply to reduce their needs, to reduce stimulation, that is aversive stimulation, either internally or externally? Of course, we are all; reduction people. We move out of the sun into the shade when we get too hot and vice versa. We do need to eat, to sleep, reduce physiological drives, such as hunger, thirst, sex, etc.

But how do we explain other kinds of human behavior. For example, in my class at Keele, I had a young woman whose hobby was parachute jumping. Every weekend she jumped out of an airplane to entertain herself. How do you explain that kind of behavior in terms of tension reduction? How do you explain an eight year old boy with fingers in his ears waiting for the bang of the fire cracker on the Fourth of July? Is that tension reducing? How do you understand the late horror movies and the attraction that they have?

We will find that there are a lot of patterns of human behavior that are not very well explained by simple tension reduction models. I suppose we already knew this, but we have not been very much concerned about it because we have been living in the psychology of scarcity. These were peripheral human activities that were not very consequential and we do not revise the way we think about basic human purposes to account for things like this.

As we are moving through this psychology of scarcity into an affluent kind of psychology, we are being struck by the fact that our old models are not very good. We found a long time ago, for example, in our industrial psychological studies that changing hours and working conditions, and wage rates often did not affect human productivity as much as simply giving people a little attention and recognition. We have the old Hawthorne effect. I imagine you are familiar with the fact that simply interviewing to give people a sense of dignity and worth changes their behavior a lot more than many of the more tangible or material kinds of rewards.

We have also known for a long time that the level of stimulation that exists in an environment is an important determinate of behavior. For example, animal experiments show that well fed monkeys like to put nuts and bolts together. You have read about the little monkey "Bonny" that was recently brought down from space. The experimenters decided he was ill and had to be brought back because he quit playing games for them. They had devised some complex little games that he would go on playing when he was well or normal. When he became ill from whatever cause he ceased playing them. We find that animals do all kinds of things that they ought not to do in animal experiments. In running mazes, for example, sometimes they explore the maze, even though they know how to get to the food, and they should not do that according to our tension reduction model.

In the last few years, we have come up with some more sophisticated models which indicate that people literally have stimulus hunger. The need to increase levels of stimulation in the environment is just as real as is the need to get food or to reduce the older kind of drives that we have known about. We have also found that this kind of stimulus hunger must be satisfied fairly early in the developmental history of an organism or it does not develop normally.

We have known a number of these things for years but have not thought much about them. We knew, for example, forty years ago that babies reared in the old institutional orphanage kind of environment were very often retarded. In fact, the death rate was also unexplainably high. That is why we got away from that kind of institution and went to the foster home. We have known that people who were imprisoned in solitary confinement or even in a very sterile kind of environment such as prison or the old fashioned mental hospitals deteriorate in all kinds of significant ways. In fact, the worst sign in a mental patient is to be well-adjusted to the hospital, because being well-adjusted to the hospital is an illness in itself. It is an illness from which a patient may never recover. We have known these things for years, but we have not incorporated them into motivation models as we have now.

I think one of the more significant models of human motivation that we have now is the one Butler and Rice have talked about in terms of the need to match chronic and acute levels of stimulation. It is as though all organisms including the human, seek to match their past experience level, that is the chronic level of stimulation, with the present level. In the same kind of stimulus situation one organism, one kindergarten child, for example, coming from a very overprotected, or deprived home situation, may cower, overwhelmed by everything that is happening. Another child in the very same environment will become bored, restless, and start raising the stimulus level artificially, as kids can do very skillfully. They know how to raise the stimulus level in all kinds of ingenious ways, most of which adults object to rather violently. It is as though people, and lower organisms for that matter, seek to match the present level of stimulation and the past or chronic level.

This drive, this stimulus hunger, or what White calls the concept of competence, the need to reach out, minipulate, control the environment, is what could be called a developmental drive. It is a drive that leads to higher and higher chronic levels and so leads to higher and higher levels of human development. These are the drives that lead people on to what Gardner Murphy calls "progressive mastery." You can see this, for instance, who has this sort of drive for perfection, for getting greater and greater control and virtuosity. You can see it in the poor golfer out on the golf course on a Saturday afternoon. He is hooked; he keeps striving even in very punishing ways to get more and more control in order to bring that score down a stroke or two at a time. These kinds of drives seem to be the ones that are apt to provide for higher and higher levels of performance in given kinds of activity.

Unfortunately at this point, we don't know very much about the nature of the stimulus characteristics that determine these. We do know that there are four aspects of the stimulus world that seem to be related to these kinds of drives, that raise the ante, so to speak, in terms of the value of stimulation. One of these is novelty. Children particularly are attracted by novelty. I think that is quite obvious to all of you who observe children. Another element is complexity. Increasing levels of complexity seem to raise the stimulus value of a given situation. Third is ambiguity. This also seems to raise the stimulus value of a situation. The fourth and most obvious is intensity, the actual intensity of the stimulation.

We were talking this morning about some overwhelming kinds of happenings or experiences that they are good examples of this. Some are extremely loud, colorful and brilliant kinds of stimulus experiences which have extremely high value in terms of meeting stimulus hunger needs. I do not think it is surprising that youngsters who are raised on what is presumably a richer stimulus diet than you and I were, develop a hunger for kinds of experiences which tend to repel us. Their level or match is different than ours. They are attracted by situations in which we may literally cower in the corner overwhelmed by the intensity of an experience or the complexity of ambiguity or sheer novelty.

We are developing a generation of people who have a higher level of stimulus hunger than most of us had. I think that part of our inability to understand their motivation stems from this. Part of the generation gap, that we talk about, is simply a difference in the level of match needed to maintain the young organism versus the old one. Literally, I think we do not experience, in many situations what they experience. I think this is true in terms of the drug phenomenon and the sexual revolution, and is relevant even in such things as differences in taste in music and art. Young people are understandable in terms of this kind of difference.

What does this mean to you and to me in terms of a community guidance center? It seems to me that first of all we must design environments that are richer psychologically for people. We are going to have to provide meaningful kinds of experiences for large numbers of people at varying levels of sophistication and education. Since our communities are going to be very complex, we are going to have to provide intake services to get people into the kinds of experiences that will give meaning. If we do not do this, they are going to build their own kinds of experiences, many of which may be potentially self-destructive and destructive for society.

It seems to me that this is happening on our college campuses right now. It is happening on our city streets. We are going to have to meet human needs which have been largely misunderstood or ignored, if we are going to channel this aspect of human motivation into productive, desirable patterns of development.

What I think will happen is that we will have to create an organization that we could call a community guidance center which will provide an intake service to help people relate themselves to patterns of constructive activity available in the community. Only in this way will we meet these rising expectations. I see people like you as being very much in the forefront of the development of this kind of institution. You increasingly will encounter people who are asking to be "turned on" in some meaningful way. Increasingly you will be the linkage between services the society has to offer of people who are suffering from what we could call stimulus malnutrition, a condition which can be just as real as the kinds of physical malnutrition that at least we are hopefully on the point of eliminating from our society.

To do this, I think you will need to communicate with people whose backgrounds and experience and needs are different from your own or mine. You will have to learn to understand what drives them, what motivates them. You will have to learn to listen to those needs and listen to patterns of experience different than your own to help them link up with experiences available in the community. These will not necessarily be the same kinds of experiences that turn you on. They may not be reading the right book. As we heard this morning, there may be a variety of kinds of experiences. They may amount to volunteer social service work. For example, things like Vista and the Peace Corps have turned on numbers of people in our society not only young people but people of all ages and backgrounds. They may involve patterns of activity for social improvement and political awareness. They may be activities like drama clubs or community theatres. They may be termed sensitivity training or intimacy training. They will certainly involve a much wider range of activity than we have been accustomed to think about when we look at community resources.

I see then people like you involved very much in the forefront of the development of this kind of integrated community guidance center helping people relate themselves to whatever our society can offer them and also helping the society become aware of the need to offer. It is not going to be enough to help people get to what is now available, because not enough is available. We will have to help the society and the community understand these kinds of needs, and create the kinds of experiences and resources to meet them.

GUIDANCE INFORMATION COORDINATION IN PITTSBURGH

Kate Kolish

When I was asked to speak on the topic of community coordination of guidance information, I went to the dictionary to look up just what we understand under coordination. It seems to be a word that is very loosely and broadly used at present. I do not think that many of these dictionary terms can truly apply to what we are doing between agencies in the Pittsburgh area. I would not claim that we can "place ourselves in the same order or rank," that we are "arranged in proper order or position," or that we are "of equal rank in the same degree." But I will accept the definition, with some limitations, of "harmonious interaction;" this is what takes place between the Carnegie Library of Pittsburgh and many of the community agencies.

The fortunate condition of close interaction is largely a historical coincidence. Counseling and guidance were started at the Carnegie Library during the depression years, in the twenties, when, as in every other large city in the United States, numerous people were out of work. They were looking for a way of retraining for future employment and in addition simply wanted to fill unoccupied hours. The Buhl Foundation of Pittsburgh which gave us a distinguished planetarium over on the North Side, established in the twenties a special fund to be used for employment of one person whose time was to be exclusively devoted to the guidance of adults trying to reenter the labor market and to reeducate themselves. That person was probably the first true adult counselor in any one of the public libraries in the United States; he was able to devote his time exclusively to that function and did not divide it among numerous other things. The primary use made of that service at the time was by foreign-born citizens and the unemployed. Interviews rather clearly indicated their needs to be in the areas of vocational problems, citizenship, English and basic high school subjects.

At the very same time, when the library started its counseling services, the city of Pittsburgh found itself faced with increasing demands for services to its people. The needs arose from family and child problems, and psychiatric and social dilemas of the people, created by the same factors that necessitated the guidance services at the library. Requests for extensions of services made it necessary to increase some activities that had been previously rather limited. As the number of agencies offering assistance grew, the need for a centralized coordinating agency became urgent; Information Services of Allegheny County was established to act as a catalyst. It is not a service agency as such but it is truly a resource agency, giving information about almost all services in the city and county in the fields of health and welfare.

The tie between that agency and Carnegie Library was from the beginning a very strong one. Both were more or less trying to find their way, neither one quite sure where they were heading. They made their mistakes together and they grew together. This established a strong link from which the library has profited.

We are present at staff meetings of that agency perhaps three times a year in addition to frequent informal visits on my part, to know what is going on and to keep their workers informed about new library services. Last week I made a visit to the Information Agency and in talking to the staff I found out that a new service is being offered; a coordinating service for suicide prevention.

We already have several agencies working in that field, particularly the United Mental Health Agency, and two radio stations, who are sending out messages to reach people who are at a desperate moment in their lives, to tell them there is a way out and refer them to an agency. We now will have a coordinated effort from the Information Service, so that people who need advice or need to help relatives or friends will have one place to turn to.

The tie-in for the library comes immediately. The suicide prevention workers will use materials, some of which the library does not have. The next step is the immediate filling of gaps in our holdings in this area. Early knowledge of this new emphasis enables librarians to become a little more informed about the problems of suicide and suicide prevention, so that we may be of help in the future, and be more sensitive to the possibility of one of our patrons needing this specialized assistance.

This morning before I left to come over here, I had a telephone call from one of our television personalities who is strongly interested in assistance cooperation in this city. She told me that a new youth service is being offered by a woman doctor connected with one of our hospitals. This new service will be called Abortion Justice, Incorporated. This is something totally novel to me and I imagine to many other people. It is an attempt to advise women who are thinking about therapuetic abortions and how they may legally and ethically go about it. I have had no time to think what my next step will be; this information came to us because it is known that any community activity or concern is also a concern of the public library.

This interaction is most successful when we can refer people, as agencies refer people to us. It is important in speaking to a patron to sense the point where it becomes obvious that his problem is beyond what books and other materials can do, and where other resources must be called in. The best way of doing this is to call while that person is still in the library, and speak to somebody at one of the agencies personally. I don't think it is very helpful to call the agency and say "I'm going to send you Mr. Y, for help." But if a call can be placed to a specific person it gives the patron reassurance while he is listening to the phone conversation that something is being done for him, and being done right away.

From one of the agencies, came a truckdriver, several weeks ago, who had been out of work for sometime. He was offered reemployment but was unable to read and write properly. He was sent out to us with the hope that perhaps a combination of reading guidance plus agency service would be best. I was able to suggest to him a reading clinic, but at the same time, I gave him easy materials which he could handle at that point; the interaction here worked at its best, involving 3 different services, with the library at the center.

On the other hand, I had a young man in my office not very long ago, who was obviously in distress. He made it clear to me that probably his request was something that did not belong in the public library. His next remark was "I do not know what to say to girls when I go out on dates." It seemed a relatively easy request to answer, but it turned out that his real problem was fear of becoming a homosexual. To suggest readings seemed totally inappropriate and a prompt call to a psychiatric social worker was the only answer.

Cooperation can be achieved also in individual service agencies, as for example, the Allegheny Chapter for Retarded Children. As often as my time allows, I actually go to their meetings and I know many of the parents personally.

They publish a newsletter several times a year, and whenever feasible, we review books or pamphlets in their interest field: in this letter, indicating that these and other related publications are available in Special Adult Services. A similar service is performed for "Open Doors," a newsletter for the physically handicapped. It reminds the readers of the availability of library services, and their news is added to the library's community knowledge.

In 1955, I suggested to our director that in this highly organized city, highly organized in the sense of numerous womans clubs, service clubs, PTA's having countless meetings, it might be helpful to get them all under one roof and see if we could coordinate some of their activities. The first program planners institute was an all day meeting, meant to present the participants with both new content for programs and new techniques. But far beyond that immediate result, the planning stage again brought the library in close contact with many agencies.

There were representatives from such organizations as the League of Women Voters, the YWCA, the AAUW, private clubs, the Pennsylvania Federation of Women's Clubs, and 16 other programing agencies. In the exchange of suggestions prior to the Institute, a great many possibilities for guidance contacts became obvious to me. These were followed up when the Institute was over leading to many successful contacts in a number of large and small women's organizations in the city. One proof was the increase of demands in the library for suggestions for topics and breakdown of topics for programs in which guidance was necessary.

The Institute is now being held every second year and has become an established production. I find it has grown beyond not only what I had expected but beyond what I would like to see, as it has turned into something of a mass attendance. There are 800 to 1,200 women in attendance and any reaction from the audience has become impossible. If anybody in a smaller comcomunity were planning this I would suggest that they hold the number down, though it looks good in publicity and in annual reports to be able to report that larger figure.

At the time of the first Institute, a little brochure was put together by the library staff. It is a compilation of resources for program planning in Pittsburgh and Allegheny County. These are primarily inexpensive or free materials, films, speakers, slides, discussion suggestions tours and so on. There is a subject index leading to circa 250 individual listings. This is a highly practical tool that again has brought us into contact with many agencies with whom we were not previously too familiar.

Our school system has extensive vocational guidance and there has been no particular reason for me to be involved. But as of last year, the public school system here started setting up special classes for emotionally disturbed children. The adadjustment classes are being held in ten of our public schools.

The materials used with those children by their teaching teams of psychologists, sociologists, psychiatrists and teachers are something I would not want to touch. But there are families connected with emotionally disturbed children and in a number of cases a corelation has been established in which parents, sisters, brothers, or somebody in the family has been referred to the library for information about the problem of the emotionally distrubed child at home or perhaps at school. This is just an isolated example of services which depends on somebody thinking of the tie-in with the public library.

At present, our counseling services are undergoing changes as we are faced with a new type of patron. For the first time, we find ourselves in the presence of persons who are coming to us not of their free will, but because they were told to come. The Office of Economic Opportunities, vocational retraining centers or similar agencies working with the undereducated and the poor, frequently send their clients to us for simple reading guidance. Quite often these new patrons do not believe that books and reading can possibly do anything for them; in addition, the black patron is often suspicious of the white librarian's real interest in him. None of our old approaches will work and we must learn to treat this new prospective reader in a totally different way. Far more time needs to be spent with each individual, far more salesmanship is required to convince him at least to try a book. That we need different types of materials has been recognized by our profession and the publishing world, and we are beginning to get the easy but strictly adult books that these types of patrons require.

Dr. Blocher, in his talk, took a look at the future; in library counseling too the future opens new and challenging prospects. Adult education counseling has long been recognized as a vital and basic function of continuing education; it was mentioned as such by President Kennedy's Commission on the Status of Women; the Vocational Education Act of 1963 emphasized the need and both the Elementary and Secondary Education Act as well as the Higher Education Act asked for expanded training in this field. A few community agencies have established means to help adults find the kind of continuing education most appropriate to their needs, others are planning such services. But so far, only Columbia University Teachers College is offering a formal course in adult education counseling.

Library guidance is adult education counseling, and its future possibilities are vast. According to Edward Teller, scientific knowledge will double every 15 years; medical knowledge has advanced more in the last 50 years than in all previous centuries. It would seem safe to assume that the behavioral and educational sciences, after a possible slow start, will make similar advances. People in these fields will find far greater acceptance of guidance, testing and counseling because these services will be periodically needed throughout life. The overall impetus even now is toward continuing life adjustment and preventive mental health rather than guidance and counseling in crisis periods and at decision-making points. Thus, the individual of all ages will be accessible to the counselor, and in turn the ways of working with people will be more vigorously extended. The counseling process will become more refined and extensive as more knowledge becomes available about man and his reactions to his environment. As rapid changes in our society continue, our ideas of a set life pattern may become obsolete and its place taken by a constant need to live with ambiguity in a world of insecurity to which one must always adjust, but is never adjusted.

The library adult education counselor differs from the vocational counselor though both adults in self-development. The library counselor must give both guidance of a vocational and educational nature; he must be concerned with the adult's way of learning; he must be informed about a wide range and variety of educational resources in relation to adults with varied backgrounds and experiences. College and school catalogs, government agencies, directories, communication, media information, names of persons in adult education institutions, now available in many libraries, would be brought together in the counselor's office. In addition, he must know far more about adult psychology, about changes in middle and later years that influence motivation and goals of adults. He must understand the influences of family frustrations, of occupational satisfaction and the lack of it. He will need an inside knowledge of the structure and operation of an institution for continuing education, possibly by becoming a student himself. Only thus equipped will he truly be able to counsel the adult of the future.

When an adult needs guidance, he must have a professional who can make his educational endeavors an integral part of his life. This professional must be accessible, visible and impartial. I can think of no better person than the adult education librarian-counselor.

TEACHING BY INTERVIEWING

Donald Blocher

I would like to talk about the interview as a way of teaching people or changing behavior. The first thing I want to say about the counseling interview is that there is not anything mysterious or magical about the interview. There is nothing occult about talking to people in interviewing situations.

The psychiatrist as you know has become the witch doctor of our society, but really he talks to people, and he does not have any magic either. What I do is talk to people. You talk to people, so do teachers talk to people. Most individuals who are in some aspect of the helping professions operate pretty heavily by using the interview as the vehicle through which they hope to provide a service.

An interview, or counseling interview really is a temporary social system that we set up to change the behavior of one or both members. It is also primarily a learning situation. The important variables, factors or operations in it are not very different than any other kind of learning situation. In fact, one of the reasons the one-for-one interview is helpful is because it is about the simplest kind of learning situation that we know about.

The counseling dyad is a much simpler learning situation than the classroom, or small group. Certainly it is simpler than to change the behavior of a community, or a committee or something of that kind. It is a very simple kind of learning situation. The research that we have about it indicates that in some aspects at least people who are not psychologically trained can do just as good a job as people who are psychologically trained. What we are talking about is within some limits, but it is interesting and compelling. Some research, for example, suggests that people who are not psychologically trained posses many of the skills necessary to create those conditions needed in counseling interview. In fact, some psychologically trained people do not seem to have these to the extent that is necessary. There is indication that traditional psychological training may soon inhibit people from communicating necessary conditions in certain aspects of interviewing.

Interviewing people then is nothing to be afraid of. Just because we put a label on it and call it the counseling interview does not necessarily mean you have to be frightened about it. Nor does it mean that you have to discard all the intuitive guides that you have used to communicate with people all your life.

In fact, there is no mystery about it. There is no initiation. Nobody lays hands on you, or waves a magic wand. You do not suddenly say, now I am a counselor, or any thing like that. There is too much of that kind of feeling as you read the literature. I think that puts people off at times. It frightens them, and it gives them all kinds of hang-ups. It is just not like that at all.

What we really try to do in almost any kind of learning situation or behavior-change situation, is first to establish a relationship with people. We then use that relationship to open up communication with them, to exchange information and as a result of that change, or that communication, we expect or hope that some behavior change takes place. Well, what are the sources of behavior change. What are the things we sometimes call the sources of gain in counseling. What do we expect to have happen.

Well, first of all, an interview situation is a verbal learning situation, that is we talk to people. Freud started the talking cure as they called it back in the 1890's. He did not know why it worked, but he got some behavior changes. In any such exchange, it is only natural that we would expect verbal learning to be one of the sources of gain.

We mean simply the fact that people change the way they think. We can call these change in cognitive structures. Some of the theorists call this a change in perception. But from the practical standpoint, nobody can distinguish between perception and cognition. People attach meaning almost instantly to whatever they perceive. From the practical standpoint, the changing of perception indicates how a person organizes his perceptual field, and the kinds of gestalts that he has. Whether we call these cognitive structures, or personal constructs, we are really talking about the same thing. These indicate the way people think about themselves, the labels they use to attach meaning to events, and the way they construe the events in their lives.

We expect to change some of these kinds of cognitive structures. Sometimes we try to help people seek alternatives for behaving that they did not use before. Sometimes we try to get them to think about themselves in different ways, often more positive ways. Sometimes we try to get them to see the world, and relate themselves to the world in different ways. We have here then some cognitive sources of gain.

In any kind of learning situation, I think that we know we have to start to build a relationship. This is the first important thing to do. You do it as a classroom teacher. I think you do it in working with your own children. You do it as a boy scout leader, or a camp fire girl leader. We try to build a kind of relationship with people that allows us to become significant persons in their lives. Most of us do not learn in interpersonal situations with people unless we have some of the elements of a positive human relationship.

Psychologists have given a number of words to the qualities that are in these relationships. Most of what they are talking about we have already known about all our lives. If we ask a five year old to say why he likes his kindergarten teacher he would give us back some of the same kind of things. I will try to use some of the kinds of terms used in the counseling literature, and ask what they really mean in everyday language.

We talk about warmth in a relationship, and we try to communicate that warmth to another person in terms of being concerned or caring about him, about seeing him as a person and not as an object. This again is part of any good human relationship. This is the way you would want to be treated by anybody, or in any normal situation like he would want to be treated. We try to communicate empathy, that is some sense of understanding what the other person's experiences are like -- how he sees his world, how he feels about it, what it is like to be in his shoes. We always do this imperfectly, because nobody can ever experience something exactly like another person does. His experiences are always different; his reactions are always somewhat different. But we try to bridge this experimental gap between ourselves and other persons by communicating some degree of empathy -- how we understand him and how we reach out to him.

The third element which is often called congruence or transparency, sometimes even authenticity is just old fashion honesty. We try to be as helpful and as direct and honest with another person as we can. Again it seems to me that authenticity is one of the properties of a good human relationship that should exist professionally. The only thing notable about honesty is that it occurs so rarely. Otherwise it is not a very hard concept to understand. In many of the social transactions that we have it does not occur very often, or for a very long period of time.

We should then attempt to create this kind of relationship. I have some different names and some scales that we will talk about tomorrow. I happen to call this empathy quality perceptuual sensitivity. That is a term which is a little more complicated and a little more polysyllabic I guess than empathy, therefore, more respectable psychologically, probably.

There is another quality which I would like to call consistency of communication. It accounts for how we communicate at all levels, verbally, and nonverbally, and whether we are really playing games with people by communicating one thing in the verbal content of our message, and another thing with our posture, our facial expression, our voice quality. We pick up dishonesty in people by looking for these kinds of inconsistencies.

If you watch a TV commercial for example, you can pick up a tremendous amount of dishonesy this way. Nonverbal behavior is what we call a leakage channel. Most people do not have good control of all their nonverbal behaviors. We really know when they are lying to us, by their voice quality, by their expression, by their posture, by some very subtle cues. Sometimes when we are not even aware of it, we get a feeling that you had better watch that guy. You know, he's a phony!

The elements of warmth and concern I call interpersonal involvement. They can be represented in terms of being willing to deal with some other human being on a person-to-person level, and being willing to care enough to open myself up to him in a relationship in what happens to him begins to matter to me.

These are elements in the relationships that we try to create. One of the reasons that we try to create this sort of relationship is that it reduces the social psychological distance between people. We can look at this as a distancing factor. There is always psychological distance between two people, because nobody really gets inside another person or experiences his world exactly in the same way. The degree of psychological distance is one of the major inhibiting factors in communication. The more that psychological distance exists between myself and the other person the more difficulty I will have in communicating what is going on in me, and in understanding what is going on in him.

We can look at communication at a couple of different levels. In the interview situation that I am talking about, we are dealing with two kinds of communications. One is what I would call instrumental communication. That is, "I want to give you some information on which you can act. I can give you some references, some bibliographic references. I can tell you about something that may be important to you. I will try to give you a new idea or concept."

This is instrumental communication. Most of us are fairly articulate in this kind of communication where social psychological distance is not too great. We, however, find real hang-ups there when the distance is too great, for example, when we have these intergenerational differences, or intergroup differences or intercultural differences. We then have all kinds of hang-ups.

Even instrumental communication of course breaks down for all kinds of linguistic and cultural reasons. At the level of expressive communication many of us are generally very inarticulate. We have problems in expressing how we feel to someone. Particularly when social psychological distance is great we do not even attempt to do this. When this distance is great enough, we cut off all expressive communications. We just do not try to tell someone how we feel, particularly, when part of that communication may be negative.

We are afraid to do this. What would the other person think? I might stumble; I feel awkward; I don't know how to communicate my fears, my desires, my anxieties, my worries, and my joys, to someone else when psychological distance is great. The presence of a close relationship is important and we are often better able to communicate on an expressive level within warm, empathic, caring relations.

Also in this kind of relationship we are able to receive other people's expressive communications more directly, and not half-turn away from them. For example, I would suspect right now that in this group, if someone began to cry or to communicate on an expressive level some deep feeling of fear or anxiety, or sorrow, many of us would turn away from that person. We would, literally and psychologically pretend that it hadn't happened. Have you ever seen this happen in a group. I have seen people absolutely turn away from expressive communication as though it did not exist. We cut it off, because if we attend to messages like this our life may become more complicated.

It is better to keep life simple, to cut off expressive communication, except for those privileged few people with whom we have these special relationships. Most of us similarly sense that reserve in others, and do not even try to communicate on this expressive level when social psychological distance is great. When people are able to exchange messages and communicate at expressive level, we can look at their interaction as a kind of broad band channel of communication that can carry a wide variety of messages. It is almost as though you have a pipe line here and that the tensile strength lies in this relationship. It will allow messages to be carried, and it will allow even very negative expressive communications to be carried.

Someone may say: right now I think you are behaving in a very insensitive and cruel way to me and I don't like it. Such messages are seldom exchanged directly except in the presence of close relationships. They are almost never expressed verbally across great psychological distance but are expressed on a non-verbal level very often. They tend to turn people off and cut off direct communication so we seldom exchange messages like these directly. We get a feeling you know, that that guy doesn't like me very well, but I don't know why. I don't know what's going on here but I think I am getting the message. It may be in an inexact and imprecise message.

When we have two-way, direct, expressive communication established, it seems to me that we begin to be in a position where we can be a significant person in another individual's life, and be the source of some behavior change. We can begin to feed into that relationship new information, new ideas, new ways of thinking about himself or his world. And because we have this kind of communication he will begin to see us as a source of some influence in his life.

This may occur in a variety of ways. He may begin to see us as a possible model for his own behavior. For example, what we do in many cases, in communicating these elements is to model some behaviors for him. He may have great difficulty establishing these kinds of relationships with anybody, and in communicating in this way.

We begin to model some behaviors, and he may learn in this social role-modeling way. He may learn in a straight cognitive way. He may have experienced some attitudinal changes, particularly some reduction in anxiety, some feeling of being closer to somebody else so that his world is not so frightening or so capricious anymore. Here he may begin to see that there is somebody who can relate to him in a deeply consistent, open and empathic way. As a result of that, his psychological discomfort has been lowered a little bit. He may then be able to be a more effective problem-solver. Some of the anxiety that was getting in his way, is dropping off and he is able to think more clearly, and more rationally, and make better decisions -- these kinds of things.

So you can get a variety of attitudinal changes here. Maybe all that happens is that he just feels better because he talks to somebody, and his problem doesn't seem so great anymore, so insoluble. He seems to be more able to come to grips with it directly than he was before. These are the kinds of sources of gain that I am talking about that occur in an interview situation.

As I said they are not magical. They are quite understandable, it seems to be in everyday language, as well as psychological constructs. The only thing about this process that is notable is that it occurs so rarely in the interaction of most adults in our society. Most of the interactions that we have with people on our jobs, in our neighborhood, sometimes even in our family, are not characterized by processes like these.

If everybody lived in a network of human relationships, characterized by these kinds of relationships and this kind of communication, probably, we would not need people professionally designated as helpers. We might need fewer psychiatrists, social workers, or whatever. The fact is however that many people are not touched by these relationships, and some of the people who will come to you for help will really be hoping or asking for them.

Often we do not ask for these relationships because we do not really believe that we will get them, and also because we fear being rejected if we ask for them. Many of your patrons will be hoping that they can find a relationship, even for a short period of time, like this, and that as a result they can deal more adequately with their concerns and with their problems. It seems to me that this is what interviewing is all about.

Now what you put into the communication system, besides simply allowing this kind of open communication to take place of course depends upon your professional background. You have some unique expertise as librarians that you put into this kind of relationship. Certainly there is the knowledge of community resources. The knowledge of the resources in your library is another kind of expert information that you put in. And when you open up communications with another person you can be cognitively more flexible yourself, and more open, and more able to use your resources just as you allow him to be more flexible, more open and able to think of alternatives.

Another concept here involves the flexibility, openness, attentiveness and willingness to entertain new hypotheses, and not to treat people in rigid, dogmatic and closed ways. I think you will find that when you experience relationships you begin to function at a better cognitive level because to some extent in these relationships, the things that happen to the person designated as a client, tend to happen to some degree also to the person whom we call the helper, or the counselor, or the guidance person. The arrows tend to go both ways, interestingly enough.

One of the things I happen to believe about human relationships is that in long-term human relationships there has to be some degree of mutuality. Adults are not able to live for very long in a relationship that is unilateral and grow and prosper and develop in such a relationship. People who do live in a relationship where the arrows go only one way tend to be the people we call dependent. We are of course all dependent. Dependency is a lot like motivation. It has a lot of really irrational fouled-up ideas connected with it.

To be human is to be dependent. All human beings meet their needs through other people. To be independent in that sense would be virtually to be nonhuman. I suppose we could think of a hermit in a cave someplace. That is independence, but after a few years of that you would hardly be recognized as a human being. You would virtually be dehumanized. The dependent people we have are the people who do two things. They live in relationships where the arrows go only one way, and they focus all their needs on just a few relationships.

The people we call independent are the people who have learned to meet their needs on a wide variety of relationships. They live in a relationship network. When you live in a broad network of relationships, you do not feel so vulnerable. Literally, not all of your needs are met in any one place. You independent or secure.

When you are extremely dependent on one or two people you tend to feel very vulnerable and insecure. When those few relationships breakdown you have had it. You experience a great deal of psychological discomfort. Sometimes people we deal with try to establish relationships that are set up on a great deal of dependence. We as professional people have to be aware of this, and learn to limit dependency. We have to structure things so that dependency does not occur.

Being in a relationship like this means that to some extent you are interdependent with another person. Being involved and concerned means that one has to be intertwined with his feelings to some extent. We cannot escape some level of involvement. As professionals, we want to learn how to control this level of involvement in ways that are satisfactory to us, as well as in ways we believe are helpful to the client in terms of what we have to offer in this relationship.

These are some of the factors that are involved in changing behavior through the interview. They are not mysterious nor do they require superhuman qualities. Instead, they demand really that we be in touch with our own humanity and be able to communicate our humaneness to another.

SECTION IV

Page

Interview and Question Analysis

Guidance Interviewing 108
Patrick R. Penland

Nonverbal Behavior 119
David Durr and James Williams

Library Science Education - What Should It Be 121
James G. Williams

GUIDANCE INTERVIEWING

Patrick R. Penland

"No readers advisor will ever be good for more than half a dozen serious interviews a day. Even this would be too much if it were a daily affair, because the readers advisor needs time for making at least sketchy records, for preparing lists, and above all for keeping up with the literature." (Alvin Johnson. The Public Library, American Association Adult Education, 1938, p. 44)

Such an apprasial was made by Alvin Johnson of the times necessary to do effective interviewing for advisory purposes in libraries. Probably it has never been approximated in practice but remains a goal to be sought after.

It should be noted that the traditional readers advisor kept records, with notes about readers' interests and the materials used by each individual. Also time was necessary in order to select materials and make reading lists. The final observation, "keeping up with the literature" is as important today as it was then.

The approach to guidance counseling and interviewing to be taken here will be somewhat different from that prescribed by Alvin Johnson, principally because of the context of the times. We will tend to disagree with the necessity of keeping records and of making reading lists, however helpful these two activities may have been.

We will accept Johnson's premise that advisory work is educational. In order to make a beginning somewhere, we will take up Carl Rogers' invitation (Client Centered Therapy, Houghton Mifflin, 1951). In listing and discussing the various propositions of his theory he invites educators to develop for their own purposes his hypotheses of confidence in the individual: human behavior is purposeful; the individual tends towards healthy social adjustment.

Rogers is the first to admit that his theory of human behavior is tentative and that each of the propositions are but hypotheses which should be explored more fully by all the disciplines concerned with human behavior. As such, they may provide a convenient starting point for developing our own theory of individual behavior.

Essentially, Rogers' epistemological theory is that of modern realism, where human knowledge, ie cognitive development is abstracted from sense experience. Out of the multitude of sense stimulations, encountered every day, the individual becomes aware of some few of them. Of those which trigger awareness some are ignored, some repressed and some few are interpreted by the individual in terms of his values, or preferences, and the concepts that are already stored in his memory:

> XI As experiences occur in the life of the individual, they are either: (a) symbolized, perceived and organized into some relationship to the self (healthy self-actualization); (b) ignored because there is no perceived relationship to the self-structure (loss of educational opportunity); (c) denied symbolization or given a distorted symbolization because the experience is inconsistant with the structure of the self.
>
> XVIII When the individual perceives and accepts into one consistent and integrated system all his sensory and visceral experiences, then he is necessarily more understanding of others and is more accepting of others as separate individuals.

Those who have already taken educational psychology will recall how reminiscent these principles are of the adjustment psychology of Robert Havighurst. According to Havighurst's approach each person has certain life tasks to solve at each level of development. As these tasks become imperative, the individual's motivation becomes particularly pressing to solve his problem. Thus the concept of "teachable moments."

Should the individual decide to avoid confronting problems he does so at his own risk. Eventually, before growth and good mental health can occur, he must return to the avoided problem at some later stage of development and work out a solution:

> XVI Any experience which is inconsistent with the organization or structure of the self may be perceived as a threat and the more of these perceptions there are, the more rigidly is the self-structure organized to maintain itself.

> XIV Psychological maladjustment exists when the organism denies to awareness significant sensory and visceral experiences, which consequently are not symbolised and organized into the gestalt of the self-structure. When this situation exists, there is a basic or potential psychological tension.

Granting such necessary considerations, the individual may never be able to overcome his limitations and determinations, at least if left to his own devices:

> XVII Under certain conditions, involving primarily complete absence of any threat to the self-structure, experiences which are inconsistant with it may be perceived, and examined, and the structure of self revised to assimilate and include such experiences.

This proposition suggests the way in which change may come about. Under certain conditions, eg library advisory counseling, the patron is assured that he is accepted as he is, and that each new facet of himself is also accepted as it is revealed. Experiences which have been ignored or suppressed can be gradually symbolized and brought more clearly into conscious form, ie. cognitive development. Once made conscious, the individual's concept of himself is expanded so as to be included into a consistent total.

Ignored or suppressed experience is like new experience but with the added weight of a self-initiated apprehension. That such freighted experience can ever be explored is made possible by the librarian who has an accepting attitude towards all experiences, all attitudes and all perceptions.

Since the individual's self is accepted, at every step of the exploration and in as many changes as may be exhibited, these areas become safe enough to be recognized and accepted. Obviously there is a considerable social value to the individual in becoming self-aware, and in the growth of the courage necessary to look at organic experience and symbolize it into verbalization at least intrapersonally. Such would seem to me to be a social function of the libraries.

But awareness by itself is not enough. The patron may be able to accept the librarian as counselor who, as one in a thousand, holds such accepting values. The patron however is realistically certain that most people which he knows "out there" will not have such open and accepting values. Consequently the patron needs support. Support initially comes from the librarian's confidence in his own ability to demonstrate the problem-solving process. This confidence of the librarian should be a quiet self-respect, which can become infections, and which is made evident in the resources consulted and widening services used successfully. The librarian must have skill and confidence in such search strategies as will exude confidence.

Once the organic experience has been symbolized sufficiently to be manipulated cognitively, at least intrapersonally, then presumably it can be communicated to the librarian, as librarian. Becoming more cognitively flexible, and in the process of negotiation, or catalytic liason between inquiry and the ways information is stored. Such principles, as discussed in Merill's Code for Classifiers, are valuable for bringing congruity between a patron's inquiry and the indexing structure:

> XIX As the individual perceives and accepts into his self-structure more of his organic experiences; he finds that he is replacing his organic experiences; he find that he is replacing his present value system (based so largely upon introjections which have been distortedly symbolized) with a continuing organismic valuing process.

We have only to turn to Margaret Hutchins, (Introduction to Reference Work, ALA, p. 181) to realize that such psychological necessities were not lacking in traditional librarianship, but remained largely latent:

> "The difference lies less in the librarian and the question than in the motives of the inquirer, which are not always obvious to the librarian or even to the reader himself. If the inquirer's prime interest is in producing a change in himself, or, for cases presented at secondhand, in some person in whom he is interested, through self-education by means of books, he should be introduced to the readers advisor. If, on the other hand, his main interest is in the subject, whether from mental curiosity or from an intention to make some direct, practical use of the information he hopes to gain, he should be referred to the reference department or a subject specialist."

In other words, the librarian honors the patron by serving as a receiver negotiator for some message -- a message that may be emotional, garbled, obtuse, or even perhaps deliberately disguised. In any event, the librarian provides the feedback (the open or closed question, the echo, the confrontation) necessary for the patron to modify or change his message and in the process make it more "meaningful" to himself.

"Meaningfulness" has theoretically an infinite number of possible combinations, but in practice is limited only by: a) the cognitive flexibility of the librarian; b) the perceptual sensitivity of the librarian; c) the interpersonal involvement of the librarian; d) the consistency and flexibility of his resource negotiations. Obviously the more mature the librarian is in terms of such factors, the greater will the range be of patrons who can have a satisfactory counseling experience with him.

It seems to me that the position taken by the New Jersey guide suffers from a misunderstanding of the function of interviewing in readers advisory work. Interviewing for such purposes should certainly not be for data gathering, and least of all for appraising personnel performance. The popular images of these two interviewing methods hold a good deal of truth as to their nature. The data gathering interviewer is seen as a nosey interrogator (consider the recent fuss about the census). The appraisal interviewer is popularly regarded as a judge or at least a lawyer in the cross-examination process.

Our purpose rather is to see the interview as a tutorial device -- an instructional and counseling aid. As such, listening is emphasized as well as the ability to remember attentively. By doing so, the interviewer serves as an audience for the patron -- reminding the patron that the expressions on his own face, the movement of his own hands, the posture and the consistency (or lack of it) of the words used are having a genuine effect upon the librarian.

So much for background and philosophy. As for method we can turn again to Rogers for a perspective on how to get inside the individual personal framework. It is no easy task and takes a good deal of intense and active listening to approximate another person's mental framework. This is the purpose for interviewing and the "tracking" skills emphasized by Blocher:

> VII The best vantage point for understanding behavior is from the internal frame of reference of the individual himself.

As we have seen from brief reviews of traditional library service, interviewing has always been considered important. But due to lack of training in library schools, or even of any research in the area, interviewing has remained largely a conversation with the patron. It is labeled as such in the New Jersey guide which we have already seen.

Now conversation is fine, particularly as a skill of the liberally educated adult. Meerloo discusses it in his, Conversation and Communication, (International University Pr., 1952). Conversation is a social method for self-development: the personality expresses itself through personal patterns of conversation, through gestures and silences. However, ordinary conversation is not the skilled and polished instrument so necessary to listening with a "third ear" as Reik would have it, or Blocher for that matter, nor indeed for helping a patron reflect cognitively upon his experiences, or in negotiating a search strategy.

What are the elements of the feedback process which constitute the librarian's interview? Many writers in counseling and guidance would tend to agree with the New Jersey Guide that, that technique is best which is least evident, and that dynamic flow and flexibility are best. So do we. But some attention must be given to technique, at least as a necessary part of the process in overcoming the desire to project personality defects (sensitivity training) and the lack of experience.

Librarians must understand the psychological make-up of the individual and the ways he reacts to his environment. Blocher has certainly made it clear that the interviewee must be understood as a person. Perhaps not so obvious is the fact that the librarian must also understand himself as a person who deals with another individual differing from him in many significant ways. Cultural and individual background, past and present, plays an important part in the development and subsequent understanding of personality.

In order to provide feedback to the patron, considerable insight must be obtained into the dynamics of the interaction. To be a successful interviewer, the librarian must first know and understand the dynamics and the psychological forces at work in the interview.

There are two major sources of respondent motivation: the direct psychological rewards to be obtained in the interview itself; the perception of the interview as a means for implementing respondent goals. When the interview begins, the librarian must make it meaningful to the patron in terms of his needs and goals. The patron may have agreed to the interview only for instrumental reasons and with little enthusiasm. But as progress is made, he finds the interview increasingly interesting for its own sake and rewarding for the new information horizons opened up by the librarian. ("Techniques for Motivating the Respondent", Chapter 4, Robert L. Kahn Dynamics of Interviewing, Wiley 1957.)

The question-language used in the interview must consist of terms within the common experience of both librarian and the patron. A common idiom will help to win acceptance for language as a symbol of social distance and as an aid in instructing the patron in the "language" of the librarian, ie. the subject analyses of library and information science.

Whatever the questioning technique used, it should work outwards from the patron's frame of reference in any one of the following ways: 1) elicit information from the patron in order to make explicit the frame of reference within which his answers originate; 2) "instruct" the patron in the frame of reference appropriate for information retrieval; 3) select a frame of reference common to an entire group of respondents, ie, group work. The purpose is to provide that kind of feedback which will help the patron remain true to his "real" purpose. If this is done successfully, neither will confusion result, nor will "false drops" occur in the information obtained. ("The Formulation of Questions", Chapter 5, Robert L. Kahn, Dynamics of Interviewing, Wiley 1957.)

We are concerned with questions in terms of their effect on the patron, rather than as a reflection of the librarian's intentions, or beliefs concerning the meaning of the patron's actions. The effect of a question on the patron is the focus of consideration. The patron's viewpoint determines the course of the interview and the eventual search strategy. We consider how the patron is likely to interpret the question rather than what the librarian intended to convey.

Open questions are more likely to be used in the beginning of an inquiry-negotiation, that is until the librarian and patron together understand enough about the subject of concern. Responses to open questions help to lay out a general map of the patron's inquiry, and thus reveal relevant avenues for search strategy. As the inquiry progresses, closed questions produce more relevant and specific responses, ie. establish a greater degree of congruity between the patron's felt need and his overt request.

Closed questions make question-answering easier for some patrons, especially when they do not fully understand, and/or are not yet secure enough to reveal their lack of understanding. In any event, it is next to impossible to conduct a successful interview using only open, or only closed questions. An open question has no antecedents. A closed question is antecedent-oriented (ie. focused on patron's need), but may not be particularly those which seem obvious to the librarian.

The degree of patron participation in the interview is influenced by the relative proportion of open to closed questions. Open questions tend to imply that the librarian respects the patron's initial inquiry. Open questions, at least initially, help increase confidence in the patron to continue to pursue his own experience. As a result he will be induced, hopefully, to supply useful information about his inquiry.

Closed questions should be pertinent to, and hinge on what the patron has said, _ie_. antecedents. When antecedents are used (_ie_. questions related to previous statements of the patron), this indicates to the patron that the librarian has been listening attentively. This attentiveness enhances the patron's feeling of active participation in the interview and, thus, helps to increase both validity and the depth of response. It encourages the patron to develop ideas more thoroughly. If these are relevant, it thus increases coverage and flexibility.

In the early stages of an inquiry-negotiation, the librarian may be uncertain of what questions to ask. Or, the patron may know more about the subject than the librarian. In such instances, the librarian will want to give the patron as much opportunity as possible to introduce topics and develop responses. The librarian can restrict himself to analyzing and clarifying, to perceiving relationships between responses, and to using these relationships as bases for further questions. In order to realize these advantages, he is likely to use questions embodying respondent-antecedents. As the exploratory process continues, the librarina's mental map of the topic-territory to be covered becomes more clearly delineated and more detailed. His dependence on the patron for developing topics and giving unanticipated information decreases. He is likely to use more questions with antecedents to promote the identification of purpose, and to induce participation in the learning enterprise.

The use of antecedents increases patron participation and increases his impression of being listened to. The antecedents serve this purpose in two ways: _first,_ the librarian can use an earlier response as a springboard for a new question; and, _secondly,_ antecedents help to increase the patron's sense of participation. By focusing on an immediately prior-response as antecedent, the interviewer can clarify terminology or ask for elaboration. By using a more remote-response, he can pick up the thread of a basic idea. More importantly, antecedents help the librarian to ease off from a question which seems to threaten the patron and return to it much later in the interview, when participation has improved.

The way in which a question relates to its antecedent has been discussed at length in the literature of interviewing under such terms as "probe", "reflection", leading". But this discussion can be summarized under two points: 1) antecedent questions can elicit additional information; and 2) antecedent questions can clarify earlier responses.

However, closed questions should neither come too soon, nor predominate in the interview. An over-use of closed questions gives the impression that the librarian is not concerned about the patron's inquiry. The patron begins to feel that the librarian is not interested in his views, nor even perhaps in himself as a person, but merely wants brief responses to questions that have been fabricated according to a rigidly preconceived search strategy. It would seem to me that librarians who want to limit their contact with patrons to 5 minutes or less should re-examine the social base of their services.

Some patrons are well informed on the topic of their inquiry. They tend to respond negatively to an excessive use of closed questions. They feel that the librarian is underestimating their ability, or is failing to consider all the information they have to offer, and especially information which should rightfully be considered if the search strategy is eventually to be developed.

On the other hand, patrons, of limited ability and education (eg. culturally deprived) find it difficult to tolerate a preponderance of open questions, because: 1) they are not used to the experience of talking at length spontaneously, or with articulation and coherence; 2) they are uncomforatble in any unstructured situation; 3) they feel that they are failing to grasp the librarian's purpose. Such patrons need reassurance and the opportunity to function in a highly structured situation.

Closed questions lead to "yes" or "no" answers, regardless of the question being asked. People tend to be "yea sayers" (lower educational level), and "nay sayers" (higher educational levels). The less a person understands the line of questioning, there is a greater tendency to "yea saying". Such a person feels that "yea saying" behavior will cover up his deepseated lack of comprehension, and misunderstanding.

A major task of the librarian is to observe the effect of open and closed questions on the patron. The librarian strives to so order his questions, that they will not break up the patron's train of thought. Does the patron appear anxious if a high proportion of open questions is used, and become more at ease with closed questions? Or, does he appear to be irritated by closed questions? Do his responses go beyond the closed question by introducing new topics? From the feedback, the librarian estimates ways in which he can respond through variation in open and closed questions.

Some patrons will react positively to references to their earlier responses. Others will react negatively to what they may perceive as nosey probing or even badgering. At times, questions with antecedents help to confront a patron with contradictions and resolve inconsistencies between responses. Such techniques however may be threatening to patrons who are insecure, who have psychological problems, or lack cultural, economic and educational attainment.

Open questions can be difficult. Such questions give the patron more freedom to deviate from responses which the librarian knows (through his professional knowledge) will answer the patron's inquiry most directly. Should the librarian forcefully and arbitrarily press the patron to come to the point? Perhaps so, but this sometimes appears to be more an expedient "brush-off" than the giving of serious attention to a patron's cognitive development.

At this point, many librarians will wonder whether it is justifiable to provide the librarian "a couch" for loquacious patrons. The "couch process," at least in librarian-patron interviewing and inquiry negotiations, has serious disadvantages. The continued use of open questions makes the interview appear to be a highly fragmented, discontinuous process in which little interest is taken of responses. The patron may even decide that he is being moulded to the librarian's convenience. Seldom is any response given by him referred to in subsequent questions.

In an interview, the interviewer may feel that his early questions were answered evasively (or superficially) or were lacking in validity. However, as the interview progresses, the respondent may become less timid and threatened. He may have gained self-confidence, or increased his trust in the interviewer. By repeating one or two questions asked earlier in the interview to which responses were not satisfactory, the librarian can increase relevance, coverage, specificity, clarity, or depth. If the librarian sees that the patron remembers the earlier question, the librarian may indicate to the respondent that the question has been asked earlier. Repetition can provide a check on reliability (i.e. congruity or honesty) by indicating whether the second response agrees with the first.

To an extent, the librarian's interview resembles a problem-solving situation. The identification of objectives, the statement of goals and the working out of a plan are the essential characteristics of negotiation. Negotiating a solution to an information problem depends largely on the librarian's ability to induce the patron to agree upon a search action that will result in information acceptable to him.

Search action is a strategy or plan of negotiation based on information about the patron's total problem and the rules of the library and information science game. The search strategy is the outcome of a position analysis or group of tentative decisions about where the librarian and patron stand, and on how specific developements will be handled when they do occur. The resulting tactics are the means for reaching a solution for each sub-problem. Rigidity of approach must be rejected and the search strategy must be placed on a situational basis for the negotiation of resources. Variations will always occur which make the shape of one situation different in degree from all others: (Understanding Negotiation", Edward Hodnett, Art of Working With People, Harper, 1959).

More serious information-negotiations justify a written analysis, as in a literature search. The initial position analysis serves as a continuous reminder of the objectives and goals to be accomplished. It serves as a referent in an evolving frame of reference and as a point of agreement to which the group may return before negotiating new areas of disagreement in trying to reduce confusion over resource potential.

An important point often overlooked by a librarian is the fact that negotiation always leads to decision-making by himself and the inquiry negotiator. Elementary obvious conditions dictate when the librarian shall terminate the search and the decision of the inquirer to use the information assembled. Formal recognition must be given the decision-making process as a major criterion in evaluating the librarian's usefulness as an information negotiator. Decision-making culminates demands for not only an understanding of logical techniques but all the insights which a librarian's education and experience have given him.

Now, to summarize briefly. I hope it is evident that any difference between advisory counseling and reference searching is one of emphasis and not of a change in nature. Advisory counseling promotes cognitive development in the individual ie. the ability to symbolize upon experience. Reference searching requires cognitive flexibility, ie. the ability to consider and use a variety of search strategies and reference tools.

NONVERBAL BEHAVIOR

by David Durr and James G. Williams

Most people are quite aware of their verbal behavior in the communications process, but very few people are conscious of their nonverbal behavior. This can be attributed to many internal and external factors. For instance, the educational process that each of us must endure emphasizes the verbal aspect of our behavior and accounts for one of the external factors. The nonverbal behaviors that individuals exhibit during the communication process transmit meanings that are received and interpreted much the same as the allied verbal behaviors. The research that has been done concerning nonverbal behavior has been plagued by the lack of reliability and the complexity of nonverbal responses. It seems almost paradoxical that the receiver in the communication process is conscious of and interprets the senders nonverbal responses while the sender is not aware of the nonverbal signals that he is sending.

It appears that nonverbal behaviors are acquired from an individual's experiences and environmental factors. The individual has a tendency to mimic the nonverbal behaviors that he becomes aware of as he is maturing and these nonverbal behaviors then become automatic responses that operate parallel with the verbal behaviors. Evidence supporting the fact that nonverbals are learned can be seen in the nonverbal behaviors associated with sexuality. In addition, certain nonverbal behaviors differ drastically within differentiated environments and demonstrate that the environment affects the nonverbal signals.

There may be serious discrepancies among nonverbal behaviors. This often causes the receiver in the communication process to interpret the mixed signals (or noise as the information scientists call it) incorrectly, thus causing a breakdown in the communications system. Examples of crossing signals are found in situations where one is lying, angry, or ashamed and does not want the receiver to be aware of this via the verbal signals, but the nonverbals communicate to the receiver that there is a conflict between the two types of responses that is being sent. It would be erroneous to assume that one could always interpret nonverbal behaviors and diagnose another person's actions as lying, angry, or being ashamed. The sender may simply be nervous or have had some physical affliction. This refers to the reliability factor previously mentioned.

As has been implied, nonverbal behavior is for the most part unconscious but this does not mean that a portion of our nonverbal behavior should not and can not be driven into a conscious part of of our communications system. To do this one must become aware of the nonverbal behaviors that are expressed. Once this awareness is brought about, then one can evaluate the effectiveness of the nonverbal expressions. It might be noted that an absence of the proper nonverbal signals can produce as great a conflict in the communication's process as the sending of incorrect nonverbal signals.

Various methods have been used to analyze and evaluate nonverbal behaviors. One method is to divide the body into four parts: head, arms and shoulders, midsection, legs and feet, and then analyze the movements of these four sections of the body while an individual is communicating. The head region would include movements of the forehead, eyebrows, eyelids, eyes, nose, jaws, lips, tongue, and chin. The other regions are similarly subdivided and the movements associated with each subdivision are noted. Over 150 distinct movements have been noted and analyzed by some researchers. Certain movements have been associated with the accenting of words, as for example with head, eye, and hand movements. An attempt is being made to correlate nonverbal behavior with personality and verbal responses. One thing is known for certain at the present time and that is that nonverbal behavior is quite complex but of extreme importance in the communications process.

It is particularly important for persons who contact the public as a part of their professional role to keep their signals coordinated in order to foster good communications. It appears that if we view communication as an iceberg, then the 1/3 that is consciously visible is the verbal behavior while the submerged 2/3 is composed of nonverbal behavior and other factors not yet understood with any degree of clarity.

I might end with a short caption by Tiernan that was printed in the Pitt news.

> Open your mind to the things you can't see with your
> eyes closed
> When your eyes are watching your lips move in rhythmic
> nothings.
> Your ears can't hear other people think.

LIBRARY SCIENCE EDUCATION---WHAT SHOULD IT BE?

James G. Williams

The question that has been asked concerning your role as a librarian and more specifically as a reader's advisor has never been answered by this group. Each person has indicated the problem in varying degrees of consideration, and has tended to shift with the individual that was modeling a behavior that may be related to the behavior thought to be appropriate for a reader's advisor. The problem is that no one has as yet come up with a precise definition of his role in the social institution called a library. In fact there are those who would argue that the library itself is not sure of its role, particularly with the advance of technology.

The lack of a firm conviction as to the role of the reader's advisor has left many suddenly sensitized to the problems of interpersonal communications and self awareness. They have seen demonstrations of the proper interview technique and been made aware of the importance of certain behavior patterns that seem beyond the reach of many and as a result the uncertainty of proper role for a reader's advisor has frustrated them as they think of their own relationships with various patrons and staff members.

But can you borrow completely from another discipline without modification to fit your particular purpose? I think that one of the problems that face us is the need to describe a behavior suitable for reader's advisory work. I will not attempt to do this for I believe it is your obligation to discover your potential and the variables within your environment that will make your behavior acceptable to the patron, the institution, and to yourself.

I believe that there are three classes of variables that must be considered in modeling the desired behavior for a reader's advisor. The classes of variables are as follows:

1. SITUATIONAL VARIABLES----The amount of information that is explicitly and implicitly given by the patron during the interview. This would tend to form a perception of the complexity of the problem or situation. This would include all communication both verbal and nonverbal.
2. CONTEXTUAL VARIABLES----The circumstances and setting in which the advisory task must be

performed. Also the limitations imposed by the structure of the task. (POLICY)

3. DECISION MAKER VARIABLES----The personal characteristics, attitudes, attributes, values, etc. that the individual performing the task has acquired.

You may wonder how the preceeding comments relate to library education? It is only after we know what we want to become and what role we desire to fullfill that library education can then go about the business of educating people to fullfill that role. All too often education proceeds blindly along the path of least resistance. All too often professionals in the field of librarianship do not express their perception of what kind of training people entering the library field should get. This comes in part because of the lack of a model that would reveal some of the required experiences necessary to model the accepted behavior.

Perhaps we could start by examining a couple of the experiences that an individual should have in any educational setting, including the one provided in the library via inservice training and adult education. To these general educational requirements we could then add the specifics as perceived by you. The generalized requirements for an educational program are:

1. To deepen one's ability to be more aware of his own feelings and the feelings of others.
2. To enhance one's own appreciation of his own potential.
3. To increase flexibility in both emotional and cognitive aspects of behavior.
4. To develop the ability to apply these new behavior patterns to life situations.

If we could then accept the following structure for building courses of study and/or curriculums, then it would become apparent that the role-concept of the reader's advisor is more important than any other single factor as a beginning point to develop the personnel for reader's advisory work. This same structure could be used for inservice training and adult education.

1. AGENCY----Who or what performs the activity. Resources for achieving the goal.
2. PATRONCY----Who or what is the recipient of the activity.
3. FRAMEWORK----Professional purpose and/or institutional purpose.
4. TERMINUS----What is the endpoint of the activity, if any. Characterizes work units and stimulates alternative methods.
5. PROCEDURE----Attending to economy, legality, etc. Other controlling variables that constitute the virtues of role, ritual, and policy. Intergrating detail with direction.
6. DYNAMICS----What is the energy for the source of the activity? What are the psychological and sociological inputs that interact?

Do you feel that this is an adequate framework within which to begin to develop curriculums and courses for people interested in adult education? What would you desire to add, modify, delete? Perhaps you would desire more details regarding the actual experiences that should be offered. This would presuppose that I could adequately define the functions and responsibilities of a reader's advisor. This would mean that I must begin to determine his role and then to hypothesize as to how he/she could best be educated for the end purpose of advisory work. This is one of the tasks that you are being asked to perform at the institute.

Library schools have traditionally provided their students with courses in cataloging, classification, technical services, reference, book selection, administration, and various historical courses. Administration, reference and book selection are on the fringe of Reader's advisory service. Recently courses in communications and educational services have been instituted into library curriculums and begin to approach the problem of training reader's advisors. Some schools have now inserted courses in the behavioral sciences as electives for those individuals interested in the area of reader's advisory work. If libraries are to fullfill the purpose of reader's advisory service as proposed by the Adult Education Committee of the New Jersey Library Association then some more changes are needed in library school curriculums to meet this objective.

The New Jersey Library Association states that: "Reader's Advisory Service is continuing, custom-tailored guidance along an individualized route toward fullfillment of certain aims and needs of the reader. These may be concerned with any aspect or the reader's life whether social, financial, or physical. All the faculties of the reader's advisor are brought to bear on identifying the need so as to utilize all appropriate resources of the library." I might add that the resources of the community should also be considered. These resources may be institutions or individuals.

The present curriculums in most library schools stress the characteristics of resources and all too often the librarian provides reference service when advisory service is actually needed. This reminds me of a small boy whose father started to ask him to go and fetch something for him. The small boy went to go to fetch the object before he heard what the object was, or even where it was located. He was anxious to serve but impatient in awaiting directions. So many of us have preconceived ideas about what is wanted and rush off to get what we think is needed. If the reader's advisor is to foster adult education through guidance, then there are certain fundamental experiences that library schools must provide for these people interested in this area.

Perhaps we might look at the reader's advisory function as a starting point for determining what experiences the library schools should provide:

1. The reader's advisor must know the library tools and be

familiar with a wide variety of content areas.

2. The reader's advisor must know the community in which he lives. What ethnic groups reside there, what occupations are predominant, what social problems exist, what opportunities exist, what resources are available, etc.

3. The reader's advisor must be able to communicate effectively with individuals and groups. This includes the ability to listen effectively and provide an open mind for helping patrons to verbalize a felt need.

4. The reader's advisor must understand human motivations and needs and be cognitively flexible and sensitive of the user's needs as well as his own.

5. The reader's advisor must be able to formulate efficient and effective search strategies, based on the problem solving approach.

6. The reader's advisor must continually evaluate his techniques of interviewing.

7. The reader's advisor must publicize his services and sell his talents.

8. Research and evaluation of patron behavior, reading habits, etc., geography of reading.

To provide the necessary experiences for individuals to have self confidence in performing the eight functions outlined above would require in my opinion experiences in the following areas.

1. The traditional courses in reference, cataloging, classification and resources to provide a sound basis for using the library tools effectively.

2. A course designed to explore community characteristics and resources, and how to exploit them effectively for the user's benefit. This would include what factors (political, economic, social educational, religious, etc.) to be aware of and how they reflect the personality or the people in the community. Also included would be an investigation of institutional and individual resources that could be found in the community and how they relate to reader's advisory work.

3. A course that would provide some theory regarding communication and interpersonal relations. This would

combine the essentials for effective communications with the basic elements of interpersonal relations. Practice in interviewing would be used to illustrate the fundamentals of communication theory and interpersonal relations. This would include both verbal and non-verbal communications study.

4. A course in behavioral psychology that would stress the elements of human motivations and needs in a modern society and bring an awareness of interpersonal involvement, sensitivity, cognitive flexibility, and a changing world's impact on human behavior.
5. A course that stresses the logic of question negotiation and information storage and retrieval. The emphasis would be on search strategies and the problem solving approach to satisfying user's expressed needs. A lecture-laboratory approach would be utilized to give students actual practice in formulating on the spot search strategies. This would include manual as well as automative methods.
6. A course on interviewing and evaluative methods for the two person group and the multi person group. This would include the fundamentals of interviewing and methods of evaluating the interview. Also included would be the fundamentals of group dynamics and evaluative methods for group purposes.
7. A course in the utilization of the mass media and techniques of advertising a service avaliable for public use. The best service in the world will do no good if people don't know about it.

I believe that library schools must provide the facilities to give the students the experiences suggested above. This would certainly include a media production studio with the necessary hardware and personnel to provide some degree of expertise to the student. It would provide a laboratory for practicing interviewing, communications fundamentals, mass media presentations, group dynamics, and other functions related to the library profession.

Far too many library schools have not faced the new role the library can play in today's society. The traditionalist will tell you that the library is an information service and should perform only those functions necessary to dispense information and not get into the counseling business. This would be analogus to a doctor dispensing medicine without asking where the pain was or counseling patients as to good health patterns. Certainly the library, as a social institution, has an obligation to perform whatever roles that it is qualified to perform and that society needs. Society has demonstrated the need for a community clearing house for guidance and counseling. It is now up to the library schools to provide the qualified personnel that are capable of fullfilling the demonstrated need.

SECTION V

Page

Evaluation and Research

Evaluattive Techniques 128
Joseph F. Falione

Evaluative Techniques 129
James G. Williams

Training for Guidance and Counseling 139
Joseph F. Falgione

EVALUATIVE TECHNIQUES

Joseph F. Falgione

The evaluative techniques described by Mr. Williams are objective and would enable a supervisor to analyze the performance of many employees using this rather sophisticated charting method. I think it must be recognized, however, that in a normal library situation, a supervisor would be hard-pressed to assess each employee in this manner. But it is also important to recognize that there must be some method of evaluation if we are to determine how successfully the staff member is performing his function. So I am going to talk about subjective evaluation on the job and in-service training situations.

What do you look for in an interview? How do you judge the success of an interview? From the practical standpoint, I prefer to start at the end and ask whether or not the patron was helped. By helped, I don't mean that his problem was necessarily solved or that he was shown a way out of his dilemma, but did the interviewer get at the heart of the issue? Did the patron talk freely about what he was after? Was the librarian able to provide direction for thinking and was there allowance for some follow-up? These questions will be answered, of course, on the basis of what has gone before. But if you can answer yes to these questions, I would say you would have to judge the interview a success. The important question to ask then is: "What made it successful?" The following are a few points which may be used in evaluation:

1. Attitude of interviewer -- more important than technique.
    - A. Is he at ease? -- Comfortable with himself?
    - B. Does he treat all patrons with respect and courtesy?
    - C. Does he establish a climate of trust and confidence?
2. Did interviewer have control of interview?
    - A. Did he keep conversation to the point or was there too much wandering?
    - B. Did he perceive important issues and concentrate on them?
    - C. Was he a good listener?
    - D. Was he aware of nonverbal communication?

3. Did interviewer attempt to provide all the answers?

    A. Were alternatives discussed?

    B. Were other relevant services discussed?

    C. Was provision made for follow-up discussions to check progress?

I agree with something Dr. Penland said earlier this week in response to a question. He stated that one librarian should fill the role of reference librarian and reader's advisor. I am here to tell you that in many small and medium-sized libraries there is no choice. The same librarian must serve both roles and chances are the collection is used interchangeably, too, because the budget will not allow for a neat separation of reference and circulating materials. I feel, too, that it is most desirable to have combination reference-reader advisor staff because in many instances, the librarian will be moving from one role to the other anyhow. I would like to ask how many libraries have separate reference sections and if you have such separations, who performs the reader's advisor role? Are any of you subject departmentalized so that the functions are really combined within each department? What do you think? Could your reference librarians accept and carry through the task of readers advisory work?

EVALUATIVE TECHNIQUES

James G. Williams

"When I use a word," Humpty Dumpty said, in a rather scornful tone,

"It means just what I choose it to mean -- neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different thins."

"The question is," said Humpty Dumpty, "which is to be master -- that's all."

Through the Looking Glass
Chapter 6

In reader's advisory work as in other disciplines, individuals perform functions to the best of their knowledge but not always to the best of their ability. Most individuals desire to improve their ability to perform their professional functions but in many instances a lack of criteria or methods for evaluating present activity is lacking. As a result the present pattern of performance remains static when in many instances improvements need to be made and are feasible. The reader's advisor can obtain feedback from patrons but in many instances this feedback is nonexistent or unreliable. Another factor inhibiting evaluation of reader's advisory work is the subjective nature of the functions performed and the wide degree of variations that seemingly exist within the global environment of reader's advisory work. But the need for evaluation and evaluative methods is particularly instrumental to a function of such importance in the library.

The interview is the integral activity associated with reader's advisory work. This activity is one that librarians are the least qualified to perform from the standpoint of training and therefore this is the function that is most in need of evaluation. Evaluation should be intended for use by the individual being evaluated in order that he may become aware of weaknesses in his technique and subsequently may seek means of improvement.

Any method of evaluation is open to criticism and as a result a multimethod technique seems appropriate, especially when the activity being evaluated is difficult to quantify. For the interview activity a relatively simple procedure would be to record the interview on a tape recorder and later replay the interview so that the reader's advisor may, as a third person, analyze the sequence of events and the verbal behavior displayed by himself.

In this manner the reader's advisor can detect his own weaknesses and the self criticism can usually be quite helpful and relatively painless. Of course being objective with one's self is a difficult barrier to overcome when using such an evaluative method. Also, being knowledgeable enough to analyze the interview in a meaningful manner also poses a problem. Therefore, a third person can be asked to analyze the interview by listening to the recording. The third person should be someone trained in interviewing techniques. This third person can then provide some direction for improvements.

Techniques of evaluation contain a weakness because only verbal behavior is being evaluated. While verbal behavior may meet all the requirements necessary for a satisfactory interview, the nonverbal behavior may be so distracting as to destroy the effectiveness of the interview. As a result, the use of video tapes is quite effective in capturing the nonverbal behavior as well as the verbal behavior. This tape can then be analyzed, as were the voice recordings and some conclusions reached as to the improvements in technique. The above can be done in a simulated environment utilizing role playing as has been done at the Graduate School of Library and Information Sciences, University of Pittsburgh.

Even utilizing an expert in the area of interviewing poses some weaknesses in the objectivity of the analysis. This is due to the fact that in an interview of any length it is difficult, if not impossible, to keep in mind all references to previous verbal and nonverbal behavior and as a result some important aspects of the interview are neglected. Therefore, it appears that a strictly objective analysis of the interview is needed to supplement the subjective analysis of the reader's advisor and/or third person. Several methods of analyzing the interaction between individuals as well as a group and an individual have been devised. The areas of education, psychology, and communications have been mainly responsible for research in this area.

The method that will be demonstrated here is one that is called "Interaction Analysis." The method is a modification of the Amidon and Flanders Technique reported in their monographed, The Role of the Teacher in the Classroom. (Minneapolis, Paul S. Amidon and Associates, 1963.)

The Flanders system of interaction analysis is concerned with verbal behavior only, primarily because it can be observed with higher reliability than nonverbal behavior. The assumption is that a sample of an individuals verbal behavior is indicative of his total behavior. All observations are classed as either direct or indirect. This classification gives central attention to the amount of freedom granted the interviewee. In a given situation the interviewer has a choice; he can be direct, that is minimizing the freedom of the interviewee to respond, or he can be indirect, maximizing the freedom of the interviewee to respond. His choice, conscious or unconscious, depends upon many factors, among which are his perceptions of the situation and the goals of the particular learning situation.

The collecting of the data for interaction analysis is done by observing the interview process, and recording what actions are taking place at three second intervals. The category of actions and their definitions are as follows:

1. Accenting feelings of the interviewee: include such statements as "that's a shame," or "that was unfair, no wonder it made you angry." The interviewer accepts and clarifies the feeling tone of the client. This may involve sympathy, empathy, identification, etc.

2. Praising or encouraging the patron: praises or encourages the client's behavior or attitude. Jokes that release tension, laughter, nodding the head, or

saying "uh-huh-" or "that's good" or "go on," etc.

3. Accepts or uses ideas of the patron: clarifying, building, or developing ideas or suggestions made by the client. As the interviewer interjects more of his own ideas shift to category five.

4. Asking questions: about content or procedure with the intent that the patron answer the question. This does not include rhetorical questions.

5. Focusing: giving facts or opinions about the content or procedure; expressing ideas by the interviewer, includes rhetorical questions, and giving alternatives.

6. Directing: giving commands, directions or orders with which the client is expected to comply.

7. Criticizing or justifying authority: statements intended to change the client's behavior from nonacceptable to acceptable; bawling the client out, stating why the interviewer is doing what he is doing, extreme self reference on the part of the interviewer.

8. Response: client responding to a question directed by the interviewer.

9. Initiative: talk by the client which he initiates. The client is talking because he wants to talk.

10. Silence or confusion.

At each approximate three second interval one of the above categories is recorded. The three second period seems short enough so that all changes in verbal behavior can be captured. The categories reflect broad categories of verbal behavior and it is not the purpose here to dispute the categories themselves but to discern a method for evaluative procedures. Relying on Amidon and Flanders for definitions and then modifying them for our purpose here could of course use much study. The categories 1, 2, 3, 8 and 9 tend to reflect the indirect influence of the interviewer on the patron while categories 4, 5, 6 and 7 reflect the direct influence on the patron. Depending upon who the authority happens to be, a high proportion of direct influence is considered good while others insist there should be more indirect influence. Therefore, we could take a middle of the road position and say an even distribution would be acceptable.

Once the category numbers have been recorded while observing the interview, the data is ready to be summarized for purposes of analysis. The method that is used for summarizing the data is to look at each category and its following category as a sequence of events. Thus a sequence such as:

1 4

2 8

5 5

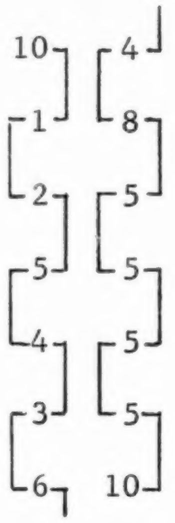
5 5

4 5

3 5

6 5

Would be grouped as follows (a 10 is always the first category and the last):



or in a linear fashion as: (10-1), (1-2), (2-5), (5-5), (5-4), (4-3), (3-6), (6-4), (4-8), (8-5), (5-5), (5-5), (5-5), (5-10).

The next step is to take the sequence of events and determine how many times each sequence of events occurred. A frequency count of the above would appear as such:

Sequence		Frequency	Sequence		Frequency
(10-1)	=	1	(3-6)	=	1
(1-2)	=	1	(6-4)	=	1
(2-5)	=	1	(4-8)	=	1
(5-5)	=	4	(8-5)	=	1
(5-4)	=	1	(5-10)	=	1
(4-3)	=	1			

At this point we can define a matrix for displaying the frequency of occurence of the above events as: there will be 10 rows in the matrix, with each row representing the first category of a sequence and 10 columns in the matrix with each column representing the second category of each sequence. For example, the intersection of row 5 with column 4 represents focusing on the problem by the interviewer followed by asking a question. The matrix is used to display the frequency of each sequence of events. The following matrix displays the frequences given previously.

	1	2	3	4	5	6	7	8	9	10	
1		1									1-feelings
2					1						2-praise
3						1					3-accepts ideas
4			1					1			4-question
5				1	4					1	5-focusing
6				1							6-directing
7											7-criticizing
8					1						8-response
9											9-initiative
10	1										10-silence

FREQUENCY MATRIX

The question that probably comes to mind is how do you use the matrix for analysis? Basically, it is intended to show the pattern that was followed during the interview. This pattern is determined by the summing of the columns and rows, and by selecting those columns and rows showing the greatest density. The categories associated with these rows and columns tend to be the activity around which the interview centered. The sum of the rows and columns shown below indicates that categories 4 and 5 were dominant in the interview process.

1	2	3	4	5	6	7	8	9	10	row total		
	1									1	1	
				1						1	2	
					1					1	3	
			1				1			2	4	
			1	4					1	6	5	
			1							1	6	
										0	7	
				1						1	8	
										0	9	
1										1	10	
1	1	0	3	6	1	0	1	0	1	14		column totals

Further analysis can be done by separating the matrix into submatrixes. One could look at the row-column combinations of (6-7) and make an appropriate interpretation that this indicates the amount of time spent directing followed by directing (6-6), followed by criticism (6-7), followed by directing (7-6), and criticism followed by criticism (7-7). Whether this is good or poor may depend on the interview situation. But the interaction analysis will objectively show how much time was spent in this activity. The same process can be illustrated by looking at the row-column frequencies for 2 and 3. This would indicate the time spent in praising and accepting ideas.

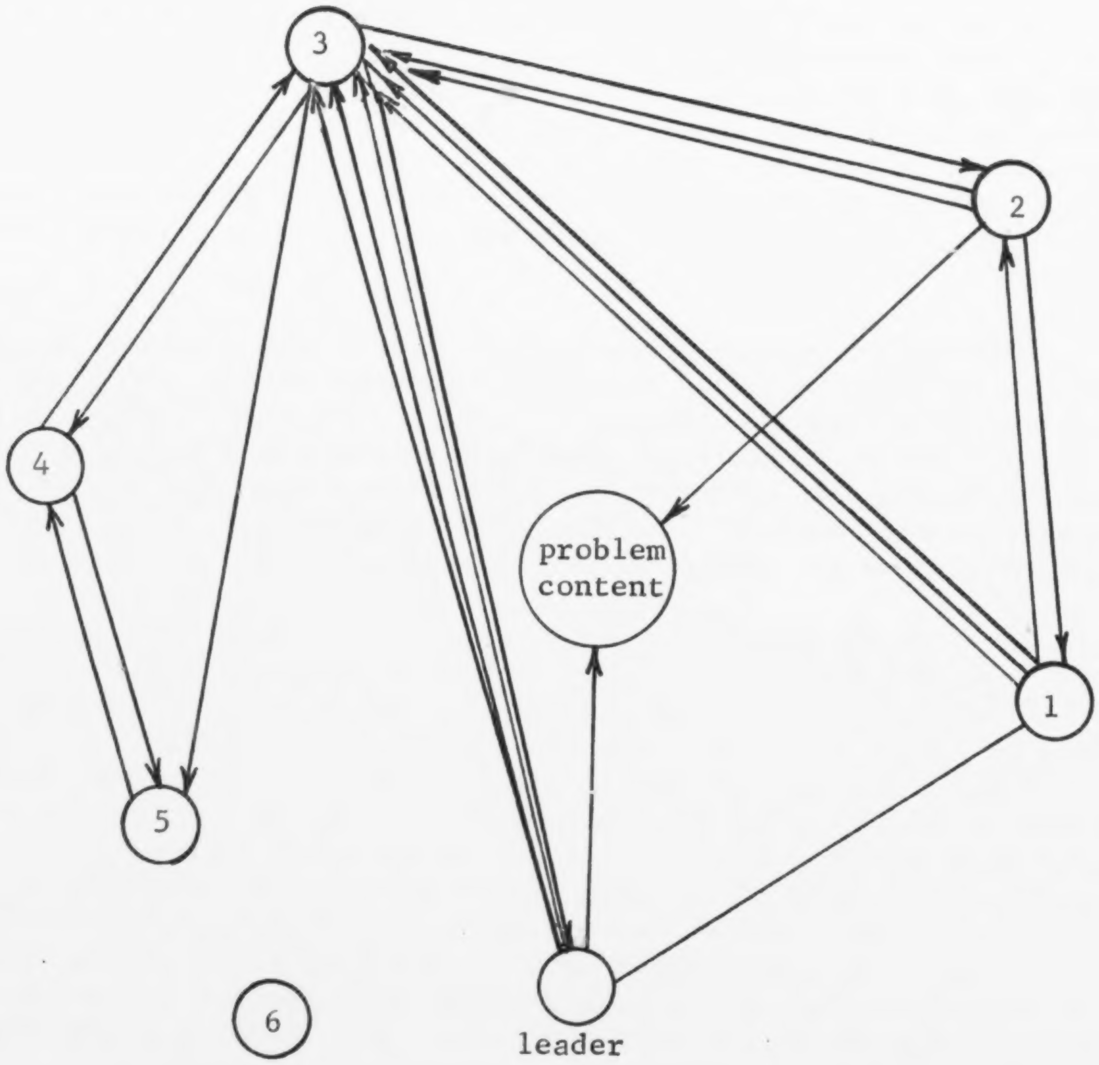
Further analysis could be done by establishing ideal ratios between submatrixes such as the 2-3 frequencies and the 6-7 frequencies. Amidon and Flanders indicate only one ratio as a standard measure. They sum the totals of columns 1-2-3 and 9 which they refer to as the indirect influence and they divide this sum by the sum of the totals for columns 4-5-6 and 7 which they call the indirect influence. This ratio will reveal the proportion of direct influence to indirect influence.

In an analysis of many interviews done at the Graduate School of Library and Information Science, University of Pittsburgh, it appears that the interviewer's pattern will change significantly when the interviewee creates a situation that is unusual or uncommon. A pilot test of significance has been done for 17 interviews done by the same individual in a role play environment. A further analysis of these interviews is presently being performed.

Interaction analysis has possibilities that could be utilized in the training of readers advisors and the evaluation of presently used interview techniques. Although interaction analysis as proposed above is directed towards the two-person group, it has applicability for larger group interactions such as the classroom situation for teachers' verbal behavior patterns. This, of course, was the intent of Amidon and Flanders.

The type of group interaction that librarians may encounter will not necessarily be of the formal classroom variety. But librarians are called upon to interact with groups. This may take the form of a staff meeting, a committee meeting, or a club meeting, or a club activity. It is, therefore, important to be aware of the possible means to evaluate a group interaction of this type so that effective steps can be taken to meet group objectives and be aware of each individual's responsibility to the group. One such method of evaluating group interaction is the sociogram. The sociogram charts the flow of group interaction and from its diagrammatical structure many factors can be observed. The sociogram on the previous page shows a group interaction for a staff meeting which did not meet its objectives.

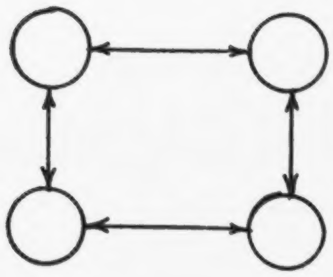
The circle in the center represents the intended objective of the meeting or the problem content. Each small circle denotes one of the staff members with the leader designated at the bottom. The sociogram clearly shows that practically no remarks were directed towards the actual problem but most of the time was spent on personal remarks to individuals. Number 4 has become the center of attention with those remarks being directed to this member. It would appear as though the leader has lost control of the meeting and very little will be accomplished regarding the intended problem. An analysis of the sociogram shows those persons who contributed the most to the communication that took place during the meeting as well as those individuals who were left out of the discussion. Number 6 did not become actively involved during the session but remained a listener. It may be helpful to use more than one sociogram for analyzing what happened during the group meeting. One sociogram could be used for the first 5 to 10 minutes, another for the middle time portion and another for the final time interval. Some comparison could then be made as to the changing roles of individuals on a time



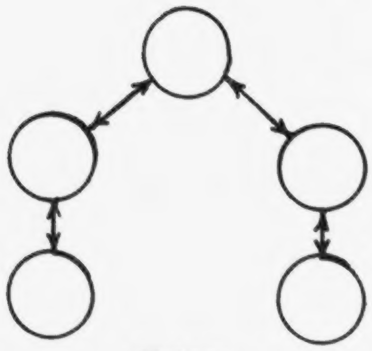
dependent basis. This type of evaluation can be useful for training people for group responsibility in various roles.

In problem solving environment three basic patterns of communication will usually evolve as illustrated on the last page. This type of analysis can be useful for the problem-solving that must be done in the library and can provide a warning to communicators how valuable proper communication networks can be. The circle network is a sharp contrast to the wheel and chain networks. In the circle network, every member has equal communication opportunities.

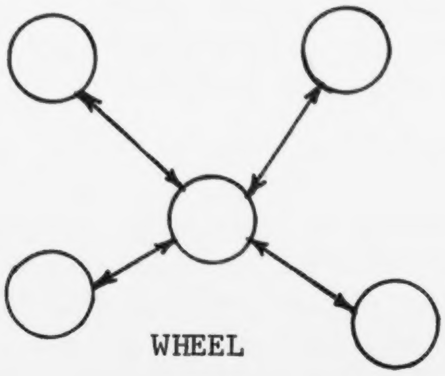
The wheel network is considered the most structured and hierarchial on the basis of a higher group centrality index. A group centrality index is the sum of the relative centrality indexes of positions. The centrality index of any position is defined as the ratio of the sum of the distances (number of steps to communicate) from all members (back upon themselves) to all members over the sum of the distances from a given position to all



CIRCLE



CHAIN



WHEEL

others. The higher the group centrality index, the greater the inequalities in the communication opportunities of the members in it. Thus, the wheel represents the greatest degree of inequality.

The chain network is next highest in centrality, and consequently in restriction and communication inequality. In this network, there are two members who serve as end men, each of whom has one person with whom he can communicate directly. To this person the end men typically send information along with that of their respective end men.

In conclusion, it is sufficient to say that evaluation can be a powerful tool for the readers advisor, the teachers of readers advisors, and the administrators of the total library as well as department heads. Evaluative methods can be valuable for the two-person group as well as the multiperson group.

TRAINING FOR GUIDANCE AND COUNSELING

Implications for Library Education and In-Service Training

Joseph F. Falgione

I suppose that my message for this Institute is relatively simple and relatively clear-cut. I merely want you to think about how you and your library staff relate to other people, to other librarians, to other service-related agencies and to members of that undefinable group, the public.

In contrast to some of the things I think you heard last week, I feel that the position of the public library is a well established one, whether in a community of 5,000 or 500,000. The library has a role to fulfill in that community and it does so through the combined efforts of its staff. If the role of the individual librarian within the library is confused, then the administrator has a problem to deal with. It is presumed that the librarian has the knowledge and ability to work well with the information and materials at his disposal. So then it is a matter of bringing this knowledge and ability to bear upon each situation with which he is faced. Allow me to put in a plug here for something Jim Williams said a little earlier, and that is the business of being aware of other resources in the community. There has never been a more organized society than ours in the contemporary United States, so by all means make use of these community groups and agencies to help do your job.

Getting back to relating to the public, I can remember that when I was in library school the one bit of advice I received along these lines was in the form of a two word phrase: "Be approachable". That's not a bad piece of advice but the problem is, of course, that it does not go very far toward explaining the interaction between two human beings. I should like, however, to begin with approachability and then branch out to discuss other techniques which enable us to relate to other human beings in our special capacity as librarians.

I heard a talk last year (and some of you may have heard it this year at ALA) by a man named Richard Jackman, who is with the General Electric Corporation in Philadelphia. Mr. Jackman talked about publicity and public relations and his talk was entitled "Don't treat the public like relations." I think that that title says it all, except I might have inserted the word "poor" in front of relations. The meaning is clear at any rate. Don't take the public for granted! Treat each individual as a special person and you have already overcome a major hurdle in the communications network. Remember, since you have an established position it is up to you, the librarian, to create the right climate so that the patron will feel comfortable in discussing his needs. And while I do not intend to dwell on this point I must state that our very buildings and some of the massive desks behind which librarians are ensconced from very effective physical barriers to communication. I recognize that not much can be done about some of the buildings we are stuck with but, if you have anything to say about future building plans, please try to see to it that the physical plant is a little less awe-inspiring. And try to place a professional librarian as close to the entrance or entrances as possible. I do believe that too many adults come into and leave our public libraries without ever having spoken to a librarian.

From a practical point of view, the librarian is faced with one or two situations when a patron comes into a library or a department within a library. Either the patron will initiate the activity by coming to you and asking for assistance, or he will go to the card catalog or the shelves to begin a search on his own. You have to remember one very important point here which I feel we tend to overlook; the patron has been motivated by a sincere desire to solve a problem and he has chosen the public library as the means to this desired end. So he has already completed some thought processes concerning his need. He has made a decision, and has made the effort to get to the library. My recommendation is that, difficult though it may sometimes be, there should be verbal contact with every person who comes into the library. If the patron does not initiate conversation then I feel that it is the responsibility of the librarian to approach and ask if he can be of assistance. So that is my first suggestion - Make verbal contact! If you don't take this very important first step the communications battle may very well be lost by default.

The terms interviewing and counseling presume that there will be time to deal with each patron on an individual basis. I, for one, firmly believe that a reasonable amount of staff time must fill its function. This may mean more staff or it may simply mean a better use of existing staff. Whichever it means, steps should be taken to assure that competent professional librarians have time to discuss needs and wants with people who have taken the time and made the effort to come to the public library in search of something.

This then, brings us back to where we started. Presuming that the librarian has knowledge of his resources and that initial contack has been made, where do we go from there? What should the librarian bring to the interview? Certainly some training in guidance and counselling would stand him in good stead at this point. All of us, I'm sure, have heard stories about people who have asked for something in a very misleading manner. I am certain that these instances occur every day. I am just as certain that many people do not get what they are after simply because somebody fails to ask them the right question, or makes a statement which discourages further discussion.

How does a librarian guide a patron to materials, information or services which will answer his need? There must, of course, be a variety of approaches employed, depending upon the personality of the librarian and that of the patron. In many instances, it may be your role to help the patron better understand what he really wants. You may be able to elicit information through direct questioning or you may have to promote further discussion by tentatively analyzing what you think the patron has meant, using such phrases as "you seem to be saying" or "it seems to me that you have done this or that". In other words, summarizing and recapitulating in order to develop self-understanding and hopefully leading to a clarification of needs.

I would like to say a few words here about librarians who become very defensive when a patron asks about something which is unfamiliar to them. It seems that even librarians feel that all librarians are experts in all fields and are hesitant to admit their lack of knowledge in any particular area. And yet how can a librarian effectively help anyone unless he understands what the patron is after? I fear that many communications problems arise because the librarian, rather than admit to lack of expertise in all fields, tends to get rid of the questioner by sending him to the card catalog or to a section of the collection which might reveal something to him. Many people will not come back a second time.

I brought three films with me today to demonstrate some of the things I have been talking about. The first one is a 10 minute movie, with no verbalizing at all, called "The chairy tale". Has anyone here seen this film? It can be used for several purposes but I want to use it today to show the developmental relationship between two objects. I don't think I need to say anymore about the film right now but we'll certainly want to talk about it after we have seen it. We'll allow a few minutes for discussion after each of these films.

The next film is a 5 minute one entitled "The Interview" and depicts a radio announcer interviewing a jazz musician. It is an example of a total lack of communication between two human beings.

The last film is one I especially like. It's called, "That's me," and features Alan Arkin. This is a successful interview between a social worker and a Puerto Rican boy who is a school dropout but it is only successful after there is mutual understanding and appreciation.

Regarding the implications of guidance and counseling for library education and in-service training, I think it is self-evident that a librarian must be skilled in these areas if he is going to function well in his position. We are, after all, in the communications business; and the transfer of knowledge and information is our reason for being. With current technical advances I think it becomes even more important that librarians correctly interpret patron requests to assure satisfactory service. With library "systems" (whatever they are) developing rapidly around the country and with more requests taken at local libraries being funneled to system headquarters, it becomes increasingly more difficult to fulfill reader needs because headquarters is receiving second-hand information.

Thus far we have been talking about face to fact confrontation. The difficulty in understanding is compounded, however, if the librarian who is to locate the materials or the information has no contact with the patron himself but receives the request from another librarian through the mail or via teletype or telephone. In this instance, the librarian who has direct access to the patron must be certain that he fully understands the need and then he must interpret that need correctly to a third person who will have to fill the need. I can honestly state that I am dismayed to see some of the inter-library loan requests for informational materials.

One would need ESP and perhaps a little LSD to interpret what the librarian really wanted when she sent some of those requests. I think that it is important to remember that the technical means to transmit messages more rapidly does not necessarily mean faster communication. It merely means that the capability to send and receive words has been improved. Any improvement in communication is still dependent upon the ability of the sender and receiver to correctly interpret the other's message.

I would like to talk for a few minutes now about a couple of rather different public library situations where the librarian does not have the desk, the building, the card catalog and a wide ranging book collection to serve him. The first of these, as you may have guessed, is the typical bookmobile situation where you may visit a stop every two or three weeks and where the pattern of use is pretty well established. Still, as a bookmobile librarian, you are expected not only to be thoroughly familiar with the 2,500 or 3,500 books you carry, but you must also be knowledgeable about what materials and services are available from and through the main library. Doing reader' advisory work on a bookmobile presents a real challenge to any librarian simply because he does not have access to the card catalog or to a variety and scope of materials. Also, there is nowhere to send the patron. You are there and he is there. If you are to be effective, you had better be able to cummunicate with people from all walks of life.

Our bookmobile service in Pittsburgh and Allegheny County runs the gamut -- from stops in wealthy, growing suburbs to those in worn-out, run-down old mill and mine areas. The nature of the requests and needs differs so greatly that it staggers the imagination. Because of the many self-help programs, county, state and federal, many people in the poor areas are engaged in some sort of training activity and often-times the public library bookmobile is their only contact for this kind of material. In other sections, of course, there is the general demand for best sellers and popular books. The point is, a bookmobile librarian must be able to deal with all of these requests if library service is to be meaningful to the patron. And she must be helpful without the aids and crutches that are available within the library building.

The second program I want to mention also involves a vehicle but it is a bookmobile with a twist, a very special-purpose van. This is our Project Outreach program which reaches into two areas of Pittsburgh with almost 100% black populations. Elizabeth McCombs, the director of our Outreach program has had some very interesting experiences as a reader's advisor.

First of all, let me say that his program has thus far been funded with private money but it has been successful enough that the city will be paying for it next year. Project Outreach was due to be launched with a bang during national library week, 1968. As it happened, a few days before the program was to get underway, Pittsburgh experienced its first racial turmoil of this area, and the eruption took place in the very area we were to begin serving. Well, the opening was postponed for one month on the advice of an advisory committee which Miss McCombs had established to help plan Outreach. I must also say that there is a branch library in this same area of the city, the Hill District, but the branch has not been heavily used simply because it is an old Carnegie building in the wrong location. It is not easily accessible and it is in a most undesirable neighborhood within this ghetto.

The staff for Outreach is all black and they operate from a small van similar to a bakery delivery truck. It is purposely small so that it can get through the alleys and narrow streets which predominate in this section. The van is equipped with spotlights and is painted white so that movie, or slides may be shown using the side of the van as a screen. The collection was very carefully chosen to suit a very particular need.

As you might expect, the first users were children, but then the kids started bringing their parents and other adults began getting curious to see what this gimmick was. Miss McCombs had a very early encounter with some young black militants who were surprised to find that everything they were going to demand was available, plus a few things about Stokely and Malcolm X that they were not yet aware of. Another early user was a woman, about 40 years of age who wanted easy books because she was teaching her husband to read. That was a rather tricky interview and the follow-up was even trickier because the husband brought the books back and Miss McCombs, who had no way of knowing that he was the man whose wife was teaching him to read, thought that he wanted books for his young daughter until, through very skillful questioning, she was able to fit things together.

I think we have come almost full circle now because this Outreach program gets back to the basic tenet of thoroughly knowing the community to be served and the other agencies available for help. It is interesting to note that the demands on the Outreach van are changing now. Many, many people in this same section are now more interested in general library materials and the collection, of course, reflects this change. So far as the children are concerned, they are mostly just kids and they will read about anything and everything.

This service, though, is a unique one and I think requires top-notch interviewing techniques because, like the bookmobile librarian, this Outreach staff is without the benefit of catalog and large collection. In addition, the human relationships involved can be quite a bit more delicate than in other library situations.

In summary, what I have attempted to show is the tremendous variety of encounters a public service librarian may expect. That there is a need for people in this field to be skilled in interviewing techniques seems to me overwhelmingly apparent. I certainly agree that library schools should make these courses available but I also feel that developing these skills takes a great deal of work and and practice. There is no better way to improve the performance of a public service librarian than to present him with a series of situations from the real library world and let him attempt to handle them in his own way. In other words I think this is a natural for in-service training sessions and would lend itself nicely to role-playing situations with new, and experienced staff both being involved. I think almost any size library could handle an in-service training program along these lines with help from the country or state library agency.

FILMS USED

The Interview - Brandon Films Inc., 221 W. 57th Street, New York 10019. $85.00.

A Chairy Tale - International Film Bureau, 332 S. Michigan Avenue, Chicago, Illinois 60604. $60.00.

That's Me - McGraw-Hill Films, 330 W. 42nd Street, New York 10036. $150.00.

SECTION VI

Page

About the Authors 146

ABOUT THE AUTHORS

Marc Belth, Professor of Educational Philosophy, Queens College. Dr. Belth is author of, "A Misplaced Analogy, a Rebuttal of the Proposed Relation between IR and E," in *Education for Information Science*, Macmillan, 1965; as well as the monograph *Education as Discipline, a Study of the Role of Models in Thinking*, Allyn and Bacon, 1965.

Donald H. Blocher, Ph.D., University of Minnesota. Associate Professor of Educational Psychology at that institution and author of the text *Developmental Counseling*, Ronald Press, 1966. Dr. Blocher previously served as a teacher and psychologist in various public school systems, and was a rehabilitation counselor in a hospital. Dr. Blocher is a member of the Association for Counselor Education and Supervision of the American Personnel and Guidance Association as well as a member of the Division of Counseling Psychology of the American Division of Counseling Psychology of the American Psychological Association. He has contributed numerous articles to the leading journals in the field.

David M. Crossman, B.A., M.A., and Ph.D., Syracuse University. Assistant Professor and Director Educational Communications, Elmira College, 1958-62. Associate in Educational Communications, New York State Department of Education, 1962-67. Associate Professor of Education and Assistant Director, Pittsburgh University Libraries, 1967. Visiting Lecturer at several Title XI NDEA Media Institutes; and Title VI-B Media Institutes.

David Durr, Assistant Professor of English, Allegheny Community College. B.A. and M.A., Duquesne University. Ph.D. Candidate, Kent State University. Participated in College Reading Association. Contributor to Professional Publications.

Joseph Falgione, B.A., Duquesne University, M.L.S., Carnegie Library School. Roving Assistant Librarian, Philadelphia Free Library, 1957-59. Director, Athens County Library, 1959-61. General Reference Librarian, Carnegie Public Library, 1961-63. Coordinator of District Services. Carnegie Public Library, 1963. Contributor to Professional Publications.

Kate Kolish, Doctor of Philosophy, University of Vienna, 1935. B.S. in L.S., Carnegie Library School, Carnegie Institute of Technology, 1944. Head, Special Adult Services, Carnegie Public Library, 1957. Visiting Professor, Carnegie Library School, 1959-61. Special Lecturer, Graduate School of Libary and Information Sciences, University of Pittsburgh, 1962.

Marcy Murphy, B.A., Colorado College, M.A.L.S., University of Denver. Special Certificate in Library Education, University of Minnesota. Staff Artist, Denver Art Museaum, 1949-1952. Reference Assistant, Colorado College 1952-58. Assistant Reference Librarian, University of Denver, 1958-1960. Head Serials, University of New Mexico, 1960-63. Head Serials, University of Colorado, 1963-65. Head Acquisition, Colorado State University, 1965-1967. American Studies Ph.D. Program, University of Minnesota, 1967-68. GSLIS Postgraduate in Library Science Teaching, 1968.

Patrick R. Penland, B.A., University of British Columbia, B.L.S., McGill University, Montreal, A.M.L.S., Ph.D., University of Michigan. Associate Professor, Graduate School of Library and Information Sciences and School of Education, University of Pittsburgh, 1968. Visiting Professor, University of Minnesota, Summer, 1968. Contributor to Professional Publications.

Robert S. Taylor, A.B., Cornell University, M.S.L.S., Columbia University, M.S., Lehigh University, Fullbright Lecturer and Consultant in Library Systems, Holland 1956-57. Assistant and Associate Librarian, Lehigh University, 1954-62. Director, Center for Information Science, 1962-67. Director of Libraries, Hampshire College, 1967. Voluminous Contribution to Information Science and Research.

John Warren, Instructor, B.F.A., Carnegie Institute of Technology, M.L.S., University of Pittsburgh. Advanced Study, University of Pittsburgh, 1968. Case Worker (State of Pennsylvania), 1962-63. Head Acquisitions, Battelle Institute, 1964-67. Head Acquisitions, Florida Atlantic University, 1967-68.

Adelaide Weir, Instructor, B.A., Otterbein College, M.L.S., University of Pittsburgh. South Hills High School, English Teacher, 1961-64. Librarian, 1964-66, Ohio State University Library. Anglo-American Bibliographer, 1966-68. GSLIS Postgraduate in Library Science Teaching, 1968.

James G. Williams, B.S., Clarion State College, M.L.S., University of Pittsburgh. Advanced work, University of Missouri. Director of Libraries, Chartiers Valley Schools, 1961-63. Head, Mathematics and Science Department, Penn Hall Academy. Instructor, Lorain Community College. Ph.D. Candidate, University of Pittsburgh, Fall, 1968.

APENDICES VII

	Page
Tracking Behaviors and Interview Rating Scales	149
Interview Situations	164
Knowledges, Attitudes and Skills	166
Bibliography of Interpersonal Communications	171

TRACKING BEHAVIORS AND INTERVIEW RATING SCALES

Donald H. Blocher

1. Allows the client to select the topic for the interview.
2. Listens for a considerable period of time without commenting.
3. Seems alert to problems or difficulties other than the first one mentioned by the client.
4. Responds with an economy of words; does not ramble or repeat himself unnecessarily.
5. Asks clear and relevant questions; does not use a standard catalogue of questions.
6. Uses a wide variety of leads to help the client talk about his situation.
7. Phrases questions in an open-ended manner, i.e. cannot be answered yes or no - why, how rather than what, when, etc.
8. Follows abrupt shifts in topic by the client and seems able to tie these into a common theme.
9. Frequently restates content of client statements.
10. Frequently reflects feelings of the client.
11. Usually waits during silences for the client to respond - does not interrupt or overtalk the client or rush the pace of the interview.
12. Phrases summaries or interpretations of client statements in tentative ways inviting client feedback - what you mean, or client hears it this way.

Rater ______________________

Counselor ______________________

Date ______________________

Scale No. 1: Cognitive Flexibility

The counselor is a person to whom a client comes to get a fresh and different perspective about himself and his concerns. In meeting this need, the counselor may be able to respond in creative and divergent ways that reflect his "Cognitive Flexibility".

As viewed here, there are three aspects, to the dimension: (a) the degree of tentativeness that characterize the counselor's attempts to understand the client, (b) the openness or ability to entertain new hypotheses or data about the client that the counselor maintains, and, (c) the diversity of techniques or approaches that the counselor uses in working with the client.

Observation of Specific Behavior: The following are some of the behaviors from which Cognitive Flexibility may be inferred. For convenience in performing the overall rating at the end of this scale, the specific behaviors to be observed have been grouped according to the three components of Cognitive Flexibility. For each behavior:

Circle "YES" if the behavior occurred in this interview.
Circle "NO" if the behavior should have occurred in this interview, but did not.
Circle "N/A" (for "Not Applicable") if the behavior failed to occur because it was irrelevant to this interview.

Tentativeness

1. Suggests tentative causal relationships between client's past experiences and present situation.	YES	NO	N/A
2. Uses and tests clinical hunches. For example, explores the possibility that a client's hostility toward authority is related to feelings about parents.	YES	NO	N/A
3. Tentatively suggest an approach or soution to the problem under discussion which the client has not considered.	YES	NO	N/A
4. Gives tentative summaries of interview material that invite the client to add to or correct his impression.	YES	NO	N/A

5. When restating content or reflecting feeling the counselor frequently asks if his understanding is correct with a question such as "Is this how you feel?" or "What I hear you saying is . . ." YES NO N/A

6. Uses test scores and other data to generate probability statements. Does not make absolute or final statements from such data. YES NO N/A

Openness

7. Phrases questions in an open-ended manner that gives the client a variety of possible responses, rather than simply yes or no replies. YES NO N/A

8. Counselor continues to gather relevant information throughout the interview and continues to enrich and add to his picture of the client. He avoids premature closure in terms of his diagnosis of client problem or client characteristics. YES NO N/A

9. The counselor asks the client how he would like to change his behavior or what his goals are. YES NO N/A

10. The counselor re-structures the interview or the relationship when new information shows that he and the client have different expectations or goals. YES NO N/A

11. The counselor combines data from different sources to form a psychologically rich picture of the client. For example the counselor relates test scores to other information such as grades, interests or satisfaction. YES NO N/A

12. The counselor calls attention to conflicting or incompatable aspects of the client's behavior. He helps the client form a new cognitive structure that can incorporate these elements. YES NO N/A

13. The counselor achieves movement in the interview. There is an evident and understandable progression of topics rather than a fixed or rigid perseveration on one narrow aspect of the client's problem or behavior. YES NO N/A

Diversity

14. The counselor uses a wide variety of "leads" to help the client talk about his problem from a number of fresh and new perspectives. YES NO N/A

15. The counselor deals with both the feeling and content aspects of the client's remarks. YES NO N/A

16. The counselor shows that he is aware of and using as data both the verbal and non-verbal behaviors of the client. YES NO N/A

17. The counselor deals with past, present and future aspects of the client's situation or problem. YES NO N/A

18. The counselor is able to relate aspects of the client's past behavior to his behavior in the immediate interview situation. In other words the counselor works in the "here and now" as well as the "there and then". YES NO N/A

19. The counselor uses some relatively infrequent or original technique or approach such as role playing, role reversal, drawing or diagramming, or dealing with dreams or fantasies. YES NO N/A

Overall Rating on Cognitive Flexibility: Considering the definition of this dimension and the specific behaviors observed in the interview, circle a number on the following scale to indicate your overall rating of the counselor on Cognitive Flexibility. Bear in mind that the three components of this dimension are: (a) tentativeness, (b) openness, and (c) diversity.

1	2	3	4	5	6	7	8	9
Low on all three components. Is very rigid and absolutistic in perceiving the client. Does not remain open to new hypotheses and uses a minimum of techniques or approaches.		Low on two components; or low on one and moderate on two.		Moderate on all three components; or high on one, moderate on one, and low on one.		High on two components; or high on one and moderate on two.		High on all three components. Remains tentative in terms of the constructs he uses to understand the client. Stays open to new data incorporates these into his picture of the client. Uses a wide range of concepts and approaches in working with the client.

Rater ____________________

Counselor ____________________

Date ____________________

Scale No. 2: Consistency of Communication Between Verbal and Non-Verbal Behavior (First Revision)

The counselor communicates with the client in verbal and non-verbal ways. He sends out "signals" to the client by means of (1) what he says verbally, and (2) his voice inflection, facial expression, posture, gestures, and mannerisms. The counselor's Consistency of Communication can be ascertained by observing the degree to which his verbal and non-verbal behaviors are compatible, i.e., the extent to which they convey the same meanings.

Observation of Specific Behaviors: The following are some of the specific behavior from which Consistency of Communication may be inferred. For each behavior:

Circle "YES" if the behavior occurred in this interview.
Circle "NO" if the behavior should have occurred in this interview but did not.
Circle "N/A" (for "Not Applicable") if the behavior failed to occur because it was irrelevant to this interview.

A. A change in facial expression is followed by appropriate verbal expression.

1. When his facial expression or other non-verbal behavior indicates he is puzzled or unable to understand or answer the client's question, he admits his ignorance. YES NO N/A

2. When his facial expression or other non-verbal features suggest that he does not agree with the client he states his disagreement verbally. YES NO N/A

3. When his non-verbal behavior (e.g., looking away from the client, "startled" facial expression) suggests that he is shocked or offended by something the client has said, he states his feeling to the client. YES NO N/A

B. The counselor's facial expression or gestures are appropriate to the verbal content of his responses.

4. When he makes a humorour remark to the client. (e.g., He smiles) YES NO N/A

5. When he states that he does not comprehend what the client is saying. (e.g., He looks puzzled) YES NO N/A

6. When he states his disapproval of something the client has said. (e.g., He frowns) YES NO N/A

7. When he looks perplexed by something the client has said, he mentions his confusion to the client. In such situations, he does *not* nod or say "Um-hum", "I see", I understand", etc. YES NO N/A

8. When his remarks suggest that he agrees with something the client has said. (e.g., He nods or smiles) YES NO N/A

9. Shakes his head from side to side when he states his disagreement with something the client has said. YES NO N/A

C. Voice quality is appropriate to verbal content of his responses.

10. Tone of voice is compatible with the verbal content of his responses. For example, when he says his, "I understand how you feel about this problem," his voice tone communicates an earnest, "I *really* know how you feel," rather than a business-like, "I know how you feel; I've seen many others who felt the same way; now, let's get on with the interview." YES NO N/A

11. When he turns from a "lesser" topic to a more serious one, his tone of voice becomes more concerned. (e.g., softer, slower, deeper) YES NO N/A

12. When he looks shocked or angry, his voice quality mirrors these feelings (e.g., his voice is agitated, louder, etc.) YES NO N/A

D. Posture and Position

13. Posture and position is compatible with the verbal content of his responses. YES NO N/A

14. When his remarks suggest a feeling of greater psychological closeness to the client, he moves physically closer to him. YES NO N/A

15. The counselor's posture changes appropriately with the changing mood of the interview. YES NO N/A

16. The counselor's posture is consistent with other non-verbal behavior. YES NO N/A

17. Gives the overall impression of "being himself" in the interview; does not put on a professional front or facade; is not a pretender, a phony, a "glad-hander," or a "con-man." YES NO N/A

Overall rating on Consistency of Communication between Verbal and Non-Verbal Behavior: Considering the definition of this dimension and the specific behaviors observed in the interview, circle a number on the following scale to indicate your overall rating of the counselor on Consistency of Communication between verbal and Non-Verbal Behavior.

1	2	3	4	5	6	7	8	9
Exhibits verbal and non-verbal behaviors which are widely discrepant. Presents an almost uniformly incompatible set of "signals." Seems a complete "phony" in his communication with the client.		Exhibits verbal and non-verbal behaviors which are frequently incompatible. Often gives the impression that he does not mean what he is saying.		Exhibits verbal and nonverbal behaviors which are occasionally out of line with each other. However, his behaviors considered as a whole seem reasonably compatible.		Exhibits verbal and nonverbal behaviors which are nearly always compatible. Sometimes, although seldom, he engages in nonverbal behaviors which suggest that he does not fully mean what he is saying.		Shows no discernible discrepancy between verbal and nonverbal behaviors. Exhibits facial expressions, eye movements, voice quality, gestures, etc., that are uniformly compatible with his verbalizations.

Rater ____________________

Counselor ____________________

Date ____________________

Scale No. 3: Perceptual Sensitivity (First Revision)

Part of the counselor's task is to listen and comprehend what the client is communicating. Client communications vary from overt, simple verbal expressions to very subtle non-verbal communications which are expressed through changes in voice quality, facial expression, gestures, nervous mannerisms, and the like.

Observation of Specific Behaviors: The following are some of the behaviors from which Perceptual Sensitivity may be inferred. For each behavior:

Circle "YES" if the behavior occurred in this interview.
Circle "No" if the behavior should have occurred in this interview but did not.
Circle "N/A" (for "Not Applicable") if the behavior failed to occur because it was irrelevant to this interview.

1.	He perceives what the client is really saying.	YES	NO	N/A
2.	Listens carefully to and remembers what the client has said, rather than having to be corrected or refreshed on such matters later in the interview.	YES	NO	N/A
3.	Behaves in a manner apparently consistent with the client's mood (e.g., smiles when the client smiles, etc.).	YES	NO	N/A
4.	Apparently tries to see things from the client's point of view.	YES	NO	N/A
5.	Appears alert to the feelings which are expressed in the client's remarks--both negative and positive.	YES	NO	N/A
6.	Makes statements apparently intended to convey his understanding of the client's feelings (or, states that he understands how the client feels.)	YES	NO	N/A
7.	Suggests how the client feels about an event which he (the client) has mentioned.	YES	NO	N/A
8.	Seems able to perceive and sort out ambivalent and conflicting feelings on the part of the client.	YES	NO	N/A
9.	Responds to negative as well as positive feelings of the client; does not "move away" from negative feelings.	YES	NO	N/A

10. Does not get fixated at one problem level. YES NO N/A

11. Follows abrupt client shifts in topic. YES NO N/A

12. Usually responds to the "core" of a long, confused or ambivalent client statement. YES NO N/A

13. Responds to subtle cues regarding client attitudes, goals, etc. YES NO N/A

14. Apparently acts as though he perceives non-verbal cues on the part of the client, such as posture, tone of voice, and facial expression. YES NO N/A

15. Calls attention to the client's facial expression. YES NO N/A

16. Breaks silences when the client seems painfully ill at ease. YES NO N/A

17. Phrases summaries or interpretations in tentative ways, inviting client "feedback." YES NO N/A

18. Times his interpretations appropriately. YES NO N/A

19. Avoids premature, defense-arousing interpretations. YES NO N/A

20. Uses a level of vocabulary (word difficulty) similar to that of the client. YES NO N/A

21. Uses the "lingo" of the client. For example, if the client uses the term "Mac" for Macalester College, the counselor uses "Mac" also. Or, if the client speaks of being "on cloud nine," the counselor responds with something like "When you're on cloud nine . . . " YES NO N/A

22. Supplies a key word or phrase for which the client is unsuccessfully groping. YES NO N/A

23. When the client appears bored, unconcerned, or otherwise "resistant" in the interview, the counselor discusses this with him. YES NO N/A

24. The counselor's interpretation of a client's response is an accurate representation of what the client says. YES NO N/A

Overall Rating on Perceptual Sensitivity: Considering the definition of this dimension and the specific behaviors observed in the interview, circle a number on the following scale to indicate your overall rating of the counselor on Perceptual Sensitivity.

1	2	3	4	5	6	7	8	9
Hardly ever receives overt client communications, and never receives the subtle ones.		Receives some of the overt client communications, but none of the subtle ones.		Receives most of the overt communications of the client, and a few of the subtle ones.		Receives nearly all of the overt client communications, and most of the subtle ones.		Receives all of the overt communications of the client, and all or nearly all of the subtle ones.

Rater ____________________

Counselor ________________

Date ____________________

Scale No. 4: Involvement with Client (First Revision)

One of the counselor's assets is his ability to enter into a close, spontaneous relationship with the client. There are two main aspects to this dimension of counseling: (a) the extent to which the counselor shows a genuine feeling of acceptance and caring for the client, and (b) the extent to which the counselor reveals himself frankly and openly as one human being to another.

Observation of Specific Behaviors: The following are some of the behaviors from which Involvement with Client may be inferred. For each behavior:

Circle "YES" if the behavior occurred in this interview.
Circle "NO" if the behavior should have occured in this interview but did not.
Circle "N/A" (for "Not Applicable") if the behavior failed to occur because it was irrelevant to this interview.

1. Uses the client's first name.	YES	NO	N/A
2. Usually looks at client.	YES	NO	N/A
3. Focuses his attention on the client, rather than appearing detached, disinterested, or preoccupied.	YES	NO	N/A
4. Has an open and receptive facial expression.	YES	NO	N/A
5. Has an animated, overtly responsive manner in the interview; not "deadpan."	YES	NO	N/A
6. Seems at ease with the client; has a relaxed posture; does not appear tense or exhibit nervous mannerisms.	YES	NO	N/A
7. Smiles as an expression of cordiality toward the client.	YES	NO	N/A
8. Has a friendly manner.	YES	NO	N/A
9. Smilles when the client makes a humorous remark.	YES	NO	N/A
10. Leans toward the client apparently as an expression of interest.	YES	NO	N/A
11. Makes casual physical contact with the client as an expression of affection.	YES	NO	N/A

12. Shows consideration for the client's physical comfort (e.g., asks whether client is physically comfortable, offers a more comfortable chair, adjusts window for client's comfort, hangs up client's coat, etc.). YES NO N/A

13. Offers the client a piece of candy or gum or other favor. YES NO N/A

14. Expresses his willingness to help the client. YES NO N/A

15. Talks enthusiastically about the client's hobbies or special interests. YES NO N/A

16. Asks the client how he feels about being counseled. YES NO N/A

17. Asks how the client feels toward him. YES NO N/A

18. Discusses the feelings which the client has toward him. YES NO N/A

19. When the client directs negative feelings toward him, the counselor invites a frank discussion of these feelings. YES NO N/A

20. Tells the client how he feels toward him. YES NO N/A

21. Verbally expresses his sympathy for the client. YES NO N/A

22. Deals directly and openly with a client request to know his opinion, value, attitude or feelings. YES NO N/A

23. When a client statement obviously challenges one of the counselor's values, he talks about this with the client. YES NO N/A

24. Voluntarily states his opinion for feeling about something the client has said. YES NO N/A

25. Talks about himself in the interview (his own experiences, attitudes, values, interests, etc.) in response to a client need. YES NO N/A

26. Makes statements critical of himself to the client. YES NO N/A

One of the counselor's assets is his ability to enter into a close, spontaneous relationship with the client. There are two main aspects to this dimension of counseling: (a) the extent to which the counselor shows a genuine feeling of acceptance and caring for the client, and (b) the extent to which the counselor reveals himself frankly and openly as one human being to another.

Overall Rating on Involvement with Client: Considering the definition of this dimension and the specific behaviors observed in the interview, circle a number on the following scale to indicate your overall rating of the counselor on Involvement with Client.

1	2	3	4	5	6	7	8	9
Gives no evidence of genuine acceptance or caring for the client. Almost uniformly distant, guarded, and overly "professional" in manner.		Usually quite remote in the relationship, although there are a few indications that he would like to get "closer" to the client.		Usually communicates his acceptance and caring for the client, but at times seems somewhat distant and impersonal. Shares himself openly with the client on some occasions, but at other times tries to appear neutral or noncommittal.		Communicates his acceptance and caring for the client at all times. Shows some reluctance to share his personal feelings, attitudes, or opinions in response to a client need.		Communicates his acceptance and caring for the client at all times. Reveals himself quite frankly and openly in response to a client need.

INVERVIEW SITUATIONS

Areas in which Case Studies for Interviewing Could be Developed

by John Warren and James Williams

1. Patron wants materials or information about school law. Child has been suspended for three days from public school for disciplinary reasons.
2. Patron has a child who is a chronic underachiever and a discipline problem. Wants advice on desirability of sending child away to a private school.
3. Patron suspects child is retarded and needs help to determine if so and course of action.
4. Woman divorced -- having problem with male teenage child.
5. Parent suspects daughter is promiscuous -- needs help.
6. Teenage girl, (over 16) wants materials on abortion.
7. Woman divorced -- needs help in controling teenage daughter.
8. Patron wishes guidance in placing aged parent in a nursing home -- dubious about such action.
9. Patron is having difficulty in college with those courses that require great amounts of reading. Wants to help himself with this problem.
10. Patron wants help in assisting son to avoid the draft.
11. Patron recently retired from career and needs help fitting into nonwork world.
12. Plans to go to graduate school -- has narrowed selection down to 2 schools and attempts to impose final selection on the librarian.
13. Patron has spouse returning from a mental institution and needs help in adapting to a new situation.
14. Patron is being sent to Argentina by his company for a year. Wants materials. About the country. Is apprehensive about the political situation with regard to his family's safety.

15. Patron has discovered pension inadequate to meet living expenses and needs help.

16. Patron depressed about a recent disability (physical) and wants support and aid.

17. Patron wants some materials on music appreciation. Peers talk about music and musicians and patron wants to enter the conversation on their level.

18. Patron wants advice on how to initiate divorce proceedings.

19. Patron suspects spouse has a terminal disease.

20. Patron agressively tries to impose personal political views on captive interviewer.

21. Woman has a husband who is an alcholic -- wants help and advice.

22. Woman cannot have children. She wants to adopt but her husband doesn't.

23. Woman suspects husband having an affair.

24. Patron requests extremists political material -- adopts agressive critical attitude.

25. Patron suspects he/she has a terminal disease.

26. Patron has a child whom he suspects is taking drugs.

COMMON LEARNINGS OF READERS ADVISORS, ADULT EDUCATORS AND MEDIA LIBRARIANS

Attitudes and Appreciations	Knowledges and Learnings	Competencies and Skills
Effective communication through media materials. Materials as communication devices.	Publishing and editorial work; selection of materials; content analysis; subject control and indexing; organization and control of media materials for use by individuals and groups.	Ability to select and use materials for reading, viewing, and listening experiences. Ability to present orally and and in writing ideas derived from reading, viewing and listening experience in relation to the individual's needs and interests.
	Understand effect of materials and methods upon the individual--patterns of individual self-instruction and the necessity for developing tutorial situations.	Ability to interview, counsel and develop individual reading, viewing and listening programs, whether tutorial, programed or C.A.I.
		Adapt selection to programing for a group-state objectives and guide program development.
	Principles of message design.	Apply the principles of message structure including such related factors as how people look at pictures, cues, and content of visuals related to learning. Production skills in line with the above principles.
Value of instructional methods.	Understand and control the effects of media materials and methods on groups, and the skill and ability in the communications process needed to develop instructional situations.	Educational methods (formal and informal) to train leaders, and staff members for discussion groups, forums, panels, demonstrations, readers advisory and library adult education. Program design (planning and evaluation) for sequential learning experiences using all kinds of media for individual and group learning.

	Instructional Systems.	Design and analysis of systems, programing for learning. Operational research in instructional systems compatible with various administrative and educational patterns.
Individual instruction.	Computer based instruction.	Understand computer operation and the principles of programing the computer in order to achieve specified educational results. Experience in the breakdownof subject matter for computer based instructional and educational problems.
Man-machine communication	On-line intellectual community.	Plan and develop problem-solving strategies to facilitate multiple access computer based systems.
Society and the group as a learning matrix. Library function in community and individual development.	Understand group needs and interests. Understand society, social processes and psychology, institutional development and community organization and resources.	Overview of the community as a learning center to identify, relate and stimulate expression of needs and interests, and to develop the ability and methods of cooperation and cosponsorship in order to interpret library functions, as well as to plan, mobilize resources, and organize programs for adults of all ages.
	Communications theory and processes.	Information about, and knowledge of such areas as communication models, structure of language, theory of meaning, information theory, function of language in society, content analysis, and small group and reference group theory.
Adult ability to learn. Individual self-education.	Psychology of human learning, human motivation and personality, human development and perception.	Understand relevant findings from the field of psychology of learning as applied to research theory, and practice in instructional media and adult services.

	Understand individual and developmental psychology and its relation to adult learning psychology and the reading, viewing and listening interests and skills.	Develop the ability to identify and stimulate the articulation of individual needs and interests and of adapting materials and methods to tutorial guidance--state objectives and the growth of self instruction through reader services programs for the individual.
		Define and utilize the vocabulary, principles, and concepts of human motivation, personality development, perception and cognition.
Viewing and listening as important as reading.	Scope of instructional technology.	Overview of advances in media and materials from movable type to the newest developments, and the identification of the unique contribution of each medium to learning.
Librarian as an educator.	Background in educational history and philosophy of librarianship.	An understanding of the various philosophical positions and their implications, along with key historical developments in education especially as they are related to media and adult services.
Materials of all types.	Media production skills and operation of related equipment.	Develop skills for the production of simple and routine materials: transparencies, tape recordings, slides, graphics, 8mm motion pictures and the operation of the necessary equipment for viewing or listening.
Scientific method in social processes.	Research design and analysis.	Familiarity with experimental and evaluative design, and statistical techniques sufficient to interpret research reports and to conduct simple evaluative and research studies.
		Experience in determining and defining research problems in adult educational media services. Ability to design and supervise research studies in instructional systems utilizing computer resources and facilities if appropriate to the data.

ADULT SERVICES LIBRARIANS

Appreciations	Knowledges	Competencies
Formulation of educational objectives, policies and programs.	Understand role of education in society. Identify and think philosophically about educational issues.	Study nature and scope of adult education and its historical, anthropological, sociological and philosophical imperatives. Diagnose, clarify, analyze and resolve educational issues.
	Understand the process of human growth and learning, and the unique characteristics of adults as learners.	Inquire into the dynamics of individual behavior, psychology of learning, learning theory and the developmental process.
	Evaluate institutional effectiveness and educational outcomes.	Study measurement principles and methods and develop practice in applications.
	Ability to plan and execute strategies of institutional and community change by involving others in orderly decision-making processes.	Laboratory experience in role of the change agent, in human relations and problem-solving skills.
Public understanding and support of continuing education through library adult services.	Understand dynamics of community behavior; the planning of community involvement and communication; the selection, training and supervision of leaders and teachers.	Study of sociological and psychological research findings; change, theory and application of communication skills, strategy planning and supervisory skills.
	Understand theory and dynamics of organization; develop skill in institutional management, in supervision and administration of programs of library adult education.	Study organizational theory and dynamics, principles and methods of financing, staffing, interpreting, and supervision.

Evaluation of learning activities.	Understand principles of curriculum development, selection and use of a variety of methods to achieve particular educational objectives.	Apply the principles of curriculum development, and various educational methods to readers advisory and library adult education services.
	Understand processes in learning; and in developing an accepting attitude toward learners and skill in motivating and guiding their learning.	Apply to dynamics of group behavior, group leadership and principles of guidance and counseling to programs of reader services.
	Measurement of learning outcomes.	Apply measurement procedures and develop skill in constructing and using evaluation devices.
	Understand special functions required in particular adult educational roles.	Specialized competencies include: media technology, broadcasting materials preparation, organizational and community consultation, human relations training.
Advancement of library adult education.	Understand the significance and role of library adult services in society.	Study and use research methods and creative experimentation (innovation) in order to interpret and apply research findings of social sciences and/or particular subject areas. Conduct and report original research.
	Understand leadership in professional activities.	Study leadership theory and develop skill in leadership functions; clarify personal and professional value systems.

INTERPERSONAL COMMUNICATION

Annotated Bibliography

Background and Philosophy:

Anastasi, Thomas E. Face-to-Face Communication. Cambridge, Management Center of Cambridge, 1967.
Suggests basic principles of communication for particular application to the area of management and supervision of people in the occupational situation.

Barnlund, Dean C. Interpersonal Communication: Survey and Studies. New York, Houghton Mifflin, 1968.
A detailed study of all forms of human communication, ranging from theory to specific practical considerations. The basic assumption is that the behavioral sciences can make major contributions to the understanding of human communication.

Beasley, Kenneth E. Statistical Reporting System for Local Public Libraries. Harrisburg, Pennsylvania, Pennsylvania State Library, 1964.
Recommends that reference service be considered as a function of at least two variables: size of collection, and number of librarians devoting full time to reference work.

Belth, Marc. Education as a Discipline. Boston, Allyn and Bacon, 1965.
Tests and resolves the validity of education as a discipline concept. Establishes as education's methodology the study of models and their translation through individual application into self-corrective measures for changing people and attitudes.

Berelson, Bernard and Steiner, Gary A. Human Behavior: An Inventory of Scientific Findings. New York, Harcourt, Brace and World, 1964.
A comprehensive and systematic survey of current findings in human behavior, using the scientific method and with emphasis on behavior process in group relationships.

Blocher, Donald H. Developmental Counseling. New York, Ronald Press, 1966.
Stresses the listening approach in the interviewing process and considers the counselor as a behavioral scientist dealing with developmental aspects of all life stages and the learning process.

Cleary, Florence D. *Blueprints for Better Learning*. Metuchin, Scarecrow Press, 1968.
Basic reference on the general problem solving process and the skills learning necessary for thinking with facility and ease in all subject fields.

Dance, Frank E. X. *Human Communication Theory*. New York, Holt, Rinehart and Winston, 1967.
A series of original essays by experts in several disciplines relying on the application of theories of human communication. At the conclusion of the work, the author tries to integrate the many existing theories of human communication.

Gagne, Robert M. *The Conditions of Learning*. New York, Holt, Rinehart and Winston, 1965.
A discussion of the varieties and basic forms of learning, including concept learning, problem-solving and the motivation and control of learning.

Gray, William S. and Rogers, Bernice. *Maturity in Reading, Its Nature and Appraisal*. Chicago, University of Chicago Press, 1956.
Approaches the reading behavior of adults as an integral part of total personality, using the interview and case study techniques to define the characteristics of the mature reader. Oriented toward the English teacher who needs information on which to base the development of a reader public with maximum reading ability.

Kell, William L. and Mueller, William J. *Impact and Change: A Study of Counseling Relationships*. New York, Appleton-Century-Crofts, 1966.
Examines the phenomena of interaction in the counseling process with attention not only to the needs of the client but of the counselor as well.

Korner, Stephan. *Conceptual Thinking: A Logical Inquiry*. New York, Dover Publications, 1959.
Outlines the ways in which different types of concept are related to one another, the manner in which they are linked to experience, and some of the purposes for which they are employed.

Lippitt, Ronald, Watson, Jeanne and Westley, Bruce. *The Dynamics of Planned Change*. New York, Harcout, Brace and World, 1958.
Outlines the basic principles of planned change, based on analysis of a variety of current techniques used to effect change in the social science area. This study has practical value for both the organized group and the individual planner of change.

Meerloo, Joost A. M. Conversation and Communication: A Psychological Inquiry into Language and Human Relations. New York, International Universities Press, 1952.
Written by a psychiatrist, this book investigates the need for communication as experienced in daily human psychology. It examines the part which language plays in bringing people together or keeping them apart, with a serious analysis of the creative uses of conversation as well.

Nafziger, Ralph O. and White, David M., ed. Introduction to Mass Communications Research. Baton Rouge, Louisiana State University Press, 1963.
A "how to conduct research" book, which stresses the scientific method as the approach most specifically adapted to communications research.

Richardson, Stephen A., Dohrenwend, Barbara Snell and Klein, David. Interviewing: Its Forms and Functions. New York, Basic Books, 1965.
A critical examination of several types of interviewing procedures used in social research, together with general guidelines for the planning of an interview technique, based on an analysis of firsthand interviews previously conducted.

Rogers, Carl R. Client-Centered Therapy: Its Current Practice, Implications and Theory. Boston, Houghton Mifflin, 1951.
Provides an examination of the progress made in the development of the basic techniques and philosophy of counseling, with special consideration of such areas as the contributions of nondirective counseling, group therapy and the importance of therapeutic principles, particularly as they all relate to the teaching situation.

Stone, Shelley C. and Shertzer, Bruce. Fundamentals of Counseling. Boston, Houghton Mifflin Company, 1968.
Treats the "helping" relationship as the foundation of counseling service and presents an overview of its historical development and current status. It also examines some of the less discussed aspects of counseling, such as legal implications and ethics. The author also stresses the background and training of the individual counselor as a criterion for evaluation.

Thayer, Lee. Communication and Communication Systems in Organization, Management and Interpersonal Relations. Homewood, Illinois, Richard D. Irwin, Inc., 1965.
Analyzes maximum tools for investigating communication and communication systems, slanted toward the scholar, the teacher and the researcher. Outlines the nature, functions and techniques of the communication process.

Van Dersal, William R. The Successful Supervisor. New York, Harper and Row, 1968.
Combine the principles of communications, motivation of human behavior, and management techniques into one comprehensive guide for the practicing supevisor in any type of organization.

Weitz, Henry. Behavior Change Through Guidance. New York, Wiley, 1964.
Intended for both the beginning and advanced student of behavioral guidance, this work emphasizes the counselor's unique opportunity for modifying human behavior.

Interviewing - Definition and Training:

Ralinksy, B. and Burger, Ruth. "Help Your Message Get Through." Nation's Business, Vol. 47, March 1959, pp. 62-68.
Discuss seven possible sources of difficulty in the communication process, using an interview presentation as an example of each.

Bergevin, Paul, Morris, Dwight and Smith, Robert M. "Interview." In Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation. Greenwich, Connecticut, Seabury Press, 1963.
A handbook of tested practices, arranged in question and answer sequence. Analyzes the composition of the interview, its use and personnel involved, together with the advantages and disadvantages of the interview technique and some substitutes in cases where disadvantages are preponderant.

Bingham, Walter Van Dyke and Moore, Bruce Victor. How to Interview. New York, Harper, 1959.
A basic introduction to the technique of interviewing, primarily intended for the beginning student, emphasizing the applications of the interview to problem situations.

Bolmeier, E. C. "Views on Interviews." American School Board Journal. Vol. 135, August 1957, pp. 19-20.
Concerned principally with teacher interviews, and how to make them successful and beneficial. However, some material is pertinent to interviewing in general.

Eiserer, Paul E. "Communication Process in the Interview." National Association of Women Deans and Counselors Journal. Vol. 22, January, 1959, pp. 69-75.
Emphasis on the listening approach as the secret of good interviewing.

Fenlason, Anne F. Essentials in Interviewing. New York, Harper and Row, 1962.
Presents a background for the nontechnical person in the fundamentals of the interview process, with discussion of its application to problems in many professions, particularly within the realm of the social sciences.

Harlow, Lewis A. "How to Conduct an Interview with a Tape Recorder." Popular Electronics, Vol. 25, December, 1966, pp. 63-64.
Discusses the types of equipment to be used in a tape recorder interview, while pointing out the success of this method, primarily since it permits undivided attention on the part of each of the two participants.

Harral, Stewart. Keys to Successful Interviewing. Norman, Oklahoma, University of Oklahoma Press, 1954.
While principally geared toward news media applications, presents basic pointers for good interviewing technique, often stated in catch phrases.

Kahn, Robert L. and Cannell, Charles F. The Dynamics of Interviewing: Theory, Techniques and Cases. New York, Wiley, 1957.
A general, all-level presentation of factors involved in information-getting interviews in various fields, particularly in the research areas of the social sciences. A basis tool for both the layman and the professional interviewer.

Kirby, Anne. "Do You Have Trouble Asking Questions?" Writer, Vol. 76, January, 1963, pp. 25-26.
States preparation, perseverance and perspective as "musts" before, during and after the interview, particularly with respect to journalistic interviews.

Lagemann, John Kord. "The Delicate Art of Asking Questions." Reader's Digest. Vol. 86, June 1965, pp. 87-91.
While presenting specific pointers for the interview technique, author stresses having and showing concern for the other person as the real secret of successful interviewing.

Payne, Stanley L. The Art of Asking Questions. Princeton, New Jersey, Princeton University Press, 1951.
Presents an analysis of how to ask good single questions, with less concentration on overall interview technique. The final chapter presents a checklist of 100 factors to be considred in question wording.

Steinkamp, Stanley W. "Some Characteristics of Effective Interviewers." Journal of Applied Psychology. Vol. 50, December, 1966, pp. 487-492.
Focuses principally on interviewer traits as they relate to interviewing success, based on a study of an interviewing staff in a small Midwestern metropolitan area.

Advisory Background for Librarians:

Benjamin, Alfred. The Helping Interview. Boston, Houghton Mifflin Company, 1969.
A real "how-to-do-it" book, whose author sees the interview technique as a conversation between two distinct individuals and emphasizes the need to establish between them a "helping relationship" beyond the mere communication of information. The extracts cited are representative of a concrete basis on which to construct this mutual dialogue.

Maxfield, David K. Counselor Librarianship: A New Departure. Urbana, University of Illinois, Graduate Library School, Occasional paper no. 38, March, 1954.
An investigation into the contribution which the academic library can and does make to the complete educational program at the University of Illinois' Chicago Undergraduate Division. The emphasis is on the training and functioning of counselor librarians through the library itself and in liaison with the Student Counseling Bureau. This paper includes a brief but methodical examination of the phenomena of counseling itself.

Dunn, Aileen. The Nature and Function of Readers' Advisory Service as Revealed by a Survey of the Literature of the Field from 1939-1950. Masters thesis submitted at Case Western Reserve University, 1950.
Chronologically examines the major developments and changes in readers' advisory work as a reflection of the attitudes of the times. Highlights trends from the high point of the mid-1930's through 1950 when readers' advisory services in libraries were less easily discernible. Presents a summary of implications for the future while giving special attention to what does and should constitute the day-by-day operation of the readers' advisory service.

Adult Education Committee of the New Jersey Public Library Association. Readers' Advisory Service: A Librarian's Guide. n.p., n.d.
A brief outline of the functions of readers' advisory service stressing practical aspects and guidelines to be kept in mind in establishing and maintaining such a service. Contains a suggested bibliography of the major works in the field, together with a sample checklist for librarians instituting a readers' advisory service.

Flexner, Jennie M. and Edge, Sigrid A. A Readers' Advisory Service. New York, American Association for Adult Education, 1934.
A frank discussion of all elements comprising readers' advisory service in the New York Public Library in 1933, including the theory which established the service and enables the librarian to deal with the individual reader, the reading

lists used to carry out the program, the statistics which measure it, and the philosophy of personal service which maintains it. This one publication has come to be regarded as a classic of readers' advisory programs.

Social Imperatives -- Supplementary Reading:

Barnett, H. G. Innovation: The Basis of Cultural Change. McGraw-Hill Paperbacks, New York, 1953. (462 pp., $3.45)

Boulding, Kenneth. The Image. University of Michigan Press, Ann Arbor, 1961. (175 pp., $1.65, ppbk.)

Bronowski, J. Science and Human Values. Harper Torchbooks Science Library, Harper and Row, Publishers, New York, 1956. (94 pp., $.95)

Brown, Harrison, Bonner, James and Weir, John. The Next Hundred Years. Viking Press, New York, 1961. (193 pp., $4.75)

Burck, Gilbert and the editors of Fortune. The Computer Age and Its Potential for Management. Harper and Row, Publishers, New York, 1965. (148 pp., np, ppbk)

Calder, Nigel, ed. The World in 1984. Penguin Books, Baltimore, 2 Vol., (215 pp. each, $.95 per volume)

Counselor Development in American Society. (Conference Recommendations from Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors.) U.S. Department of Labor, Office of Manpower Policy, Evaluation and Research. Washington, D.C., 1965.

De Grazie, Sebastian. Of Time, Work and Leisure. Doubleday and Company, New York, 1964. (548 pp., $1.95, Anchor ppbk)

Diebold, John. Beyond Automation. McGraw-Hill, New York, 1964. (229 pp., $7.50)

Feinstein, Otto, ed. Two Worlds of Change. Doubleday and Company, Inc., Anchor Book, New York, 1964. (420 pp., $1.45, ppbk.)

Fletcher, Joseph. Situation Ethics. Westminster Press, Philadelphia, 1966. (176 pp., $1.95, ppbk.)

Fraser, J. T. The Voices of Time. George Braziller, New York, 1966. (710 pp., $12.50).

Galbraith, John K. The Affluent Society. New American Library, In., Mentor Books, New York, 1958. (286 pp., $.75, ppbk.)

Gordon, Theodore J. The Future. St. Martin's Press, New York, 1965. (184 pp., $3.95)

Hall, Edward. The Silent Language. Premier Book, Fawcett Publications, Inc., Greenwich, Connecticut, 1965, (192 pp., $.60)

Helmer, Olaf and Gordon, Ted. Social Technology. Basic Books, New York, 1967.

Hoffer, Eric. The Ordeal of Change. Harper and Row, Publishers, New York, 1963. (150 pp., $3.50)

Landsberg, Hans, et.al. Resources in America's Future. John Hopkins Press, Baltimore, 1963. (1917 pp., $15.00)

Landy, Edward and Kroll, Arthur M., eds. Guidance in American Education II: Current Issues and Suggested Action. Harvard University Press, Cambridge, 1964.

McLuhan, Marshall. Understanding Media. McGraw-Hill, New York. (364 pp., $1.95, ppbk.)

Myrdal, Gunnar. Beyond the Welfare State. Yale Paperbound, Yale University Press, New Haven, Connecticut, 1960. (287 pp., $1.95)

Piel, Gerard. "Advent of Abundance." Bulletin of the Atomic Scientists, June, 1963.

Prospect for America. The Rockefeller Panel Reports. Doubleday and Company, Inc., New York, 1961. (486 pp., $1.45)

Russell, Claire and Russell, W. M. S. Human Behavior. Little, Brown and Company, Boston, 1961. (532 pp., Illustrated, $6.50)

Slichter, Sumner H. Economic Growth in the United States. Collier Books, Macmillan Company, New York, 1963. (189 pp., $.95, ppbk.)

Theobard, Robert, ed. The Guaranteed Income. Doubleday and Company, Inc., New York, 1966. (233 pp., $4.95)

Thomas, William L., Jr. ed. Man's Role in Changing the Face of the Earth. University of Chicago Press, Chicago, 1956.

Wattenberg, Ben J. and Scammon, Richard M. This U. S. A. Doubleday and Company, Inc., New York, 1965. (520 pp., ($7.50)

Weisskopf, Walter A. "The Great Transformation." American Scholar, Spring, 1966.

Wiener, Norbert. *The Human Use of Human Beings*. Doubleday and Company, Inc., New York, 1954, (199 pp., $.95, Anchor ppbk.)

Wilkinson, John. "The Quantitative Society." (Pamphlet) Published by the Center for the Study of Democratic Institutions, Santa Barbara, California, 1954.